

PROGRAM ABSTRACTS



**THE 72ND ANNUAL CONFERENCE OF
THE NATIONAL ASSOCIATION OF
STUDENT PERSONNEL ADMINISTRATORS**



**1990 NASPA
NATIONAL CONFERENCE**

Dear NASPA Colleague:

This Program Abstracts document is designed to be a companion piece to your program book. We have included abstracts as they were submitted by the Coordinating Presenter for each program. The abstracts are in sequential order by session number as they appear in the program book.

We hope you will find this document useful, both here at the conference and back home. This is a new venture for a NASPA National Conference. Please let us know what you think about the idea.

Have a great conference!

Bill Kibler
Program Chair

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PROGRAM ABSTRACT

TITLE ACCOMODATING NATURAL DIFFERENCES IN TIGHT SPACES: THE RESIDENCE HALL CELL

COORDINATING PRESENTER: Name: G. Smith Jackson Title: Director of Housing
Institution: Saint Louis University
Address: Walsh Hall 3630 West Pine St. Louis, MO 63108
Phone: 314-658-2797

Although students have made substantial gains with regard to personal and social privileges, many continue to express concerns in residence halls over lack of privacy, conflicts with roommates, inability to sleep and study, and the absence of opportunities to change the stark, institutional environment. Most of these difficulties are related to the ecology of residence halls-- the absence of a good match between students and the physical and interpersonal conditions in their living quarters. Two strategies have been developed and proven effective in reducing or eliminating the poor match between students and their environment. These two are the roommate assignment process and room-personalization strategies, and they help foster roommate compatibility and help roommates design the physical environment in their rooms to accomodate their natural differences in living styles. The roommate assignment process and room-personalization strategies have been positively related to student satisfaction, personality development, reduced damages, and staying in school.

Differences in three basic living-style preferences are repeatedly the source of annoyance to roommates. These dimensions are preferred sleeping and study conditions, bedtimes, and neatness. During this program, a one-page "Personal Data Sheet" will be distributed which is designed to assess these basic preferences, as well as the students' past and future activity interests. The Personal Data Sheet (PDS) is completed prior to the students' tenure on campus and thus can be used in the room assignment process as a proactive strategy for reducing potential conflicts. To demonstrate how well the PDS predicts students' behavior once on campus, photos of students' rooms and the results of a "re-test" of the PDS will be presented.

Differences in the way students arrange their room furniture and decorate their rooms will be highlighted with photographs (slides) of actual student rooms. These differences will be explained using the Myers-Briggs Type Indicator (MBTI) taxonomy of personality styles which classifies people according to the way one absorbs information (perceives) and the way one evaluates that information (judges). The pioneering work of Williams, Armstrong, and Malcolm (1985) in understanding the different arrangements of physical space required for different personality styles to be most effective will be presented. In addition, students' preferences for using calming versus exciting colors in room decoration and differences in needs for privacy will be illustrated and explained.

The intent of this program then is to thoroughly acquaint participants with these two environmental intervention strategies and to provide a summary of exactly how to plan, justify, implement, and manage these interventions.

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PROGRAM ABSTRACT

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| TITLE | Lesbian/Gays: Helping A Campus Understand Looking for New Attitudes |
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| COORDINATING PRESENTER: | Name: <u>William Geller</u> Title: <u>Educational Services</u> Institution: <u>University of Maine at Farmington</u> Address: <u>Olsen Student Center, 5 South Street, Farmington ME</u> Phone: <u>207-778-3806</u> | Executive Director of |
|--------------------------------|--|-----------------------|

The University of Maine at Farmington is working to raise awareness across the campus and help individuals think about, discuss, and reflect on gay, lesbian, and bisexual issues. How can we have an impact on attitudes? The plan engages students, encourages students to look within themselves, and uses advertising, personal stories, current events, and high traffic areas. The tactics are simple, few in number, and applied regularly. Tactic one is a daily question, fact or opinion which is projected on a screen in a high traffic area; the message is short enough to be read as one walks by. Sometimes readers are asked to express their opinions on an easel and pad set next to the screen or on a ballot form. Tactic two is another set of messages, changed daily and posted on the inside of bathroom stall doors. Tactic three is a free standing bulletin board (12 linear feet per side) set in the middle of a high traffic area. Tactic four is a monthly tabloid (11" X 17") of students' personal experiences about any one of the social issues. It is handed out personally on meal center lines. Tactic five involves a list of questions pertaining to each of the social issues. These questions are being used for some of the writing assignments in first year English classes. Tactic six is a working group for each social issue; it is open to absolutely anyone and headed by student personnel professionals. The group has a budget and designs and implements activity pertaining to the social issue.

The impact of these open strategies will be shared along with specific examples of materials. The dialogue created has been rich and instructive. Students suggest that "people are thinking, talking and some are taking a good look at some of the views they had in the past and re-evaluating...making changes. That's what education is all about."

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PROGRAM ABSTRACT

TITLE Descubriendo el Sueno: Programming for Success

COORDINATING PRESENTER: Name: Dr. Mark von Destinon Title: Research Specialist
Institution: University of Arizona
Address: Administration, Room 401, Student Affairs, Tucson, AZ 85721
Phone: (602) 621-3772

This presentation reports on a study of successful Mexican American students and the institutional programs which contribute to their achievement. Research on successful hispanic students is introduced and institutional programs and services the students view as contributing to their success are showcased.

The theme of discovery is appropriate to the topics of hispanic student success and institutional programming for success. Student affairs personnel must discover correlates of student success and then discover strategies which foster their development in students. The topic of the program focuses on the success of one under-represented group in higher education, Mexican American students. The program promotes the awareness of the needs of this population and how they are served. Program participants will learn about conducting a qualitative research study to determine the impact of their services, learn about specific programs and services successful students found most valuable, and learn details of the administration of services and programs geared toward success.

To date, most research has focused on the drop out student and programs are designed to prevent drop out. The research presented here emphasizes the opposite of drop out -- success -- and programs designed to promote achievement. The material presented contributes to the knowledge base and practice of the student affairs profession by providing a positive dimension to the wealth of research and programs based on collegial drop out information. It emphasizes the importance of conducting theory driven research on student populations and bridges the gap between theory and practice by reporting on successful programs. The material presented is useful for student affairs professionals at all levels and in all types of institutions and is generalizable to other under-represented populations.

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PROGRAM ABSTRACT

TITLE Using Theoretical Models of Change in Student Affairs Administration

COORDINATING PRESENTER: Name: Don G. Creamer Title: Professor
Institution: Virginia Tech
Address: College of Education, Blacksburg, VA 24061-0302
Phone: (703) 231-9705

Two theoretical models of change were presented to acquaint participants with systematic approaches to managing innovation or reform initiatives in student affairs. The current condition of higher education suggests that frequent changes in traditional educational programs are commonplace and that they often are driven by powerful forces both from outside and inside the institution. Increased pluralism on campus and pressures to expand educational opportunities for students are examples of forces that compel institutional leaders to initiate reform of present practice.

A model of mandated change was presented that originally was constructed from research by Newcombe and Conrad. The theory holds that the implementation of mandated change occurs in four consecutive stages, including (a) infusion, (b) preparation and policy formation, (c) trial and transition, and (d) policy execution. The rate and degree of institutional progress through the four stages are dependent upon four major factors, including (a) administrative leadership, (b) the use of facilitative substructures, (c) conditions in institutional subsystems, and (d) governmental intervention.

A model of planned change was presented that originally was constructed from research by Creamer and Creamer. The theory holds that the successful adoption of planned change is dependent upon the influence of, and the interaction among, nine environmental and operational factors, including circumstances, value compatibility, idea comprehensibility, information sharing, superintendency, championship, practicality, opposition, and strategies.

Discussion centered on the relative merits of the use of mandated versus planned models of change and how the utility of each type may vary depending of its use in academic affairs or in student affairs change efforts. Checklists to guide the management of change were provided.

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PROGRAM ABSTRACT

TITLE **Discover Diversity**

COORDINATING PRESENTER: Name: Douglas G. Cureton Title: Associate Director, Campus Center
Institution: Rhode Island College
Address: 600 Mt. Pleasant Avenue, Providence, RI 02908
Phone: (401) 456-8034

Discover Diversity is an interactive examination and discussion of issues related to difference. The exercises will require participants to simulate the thought processes experienced when encountering difference. Identification of individual background responses and reactions to various stimuli (i.e., photographs, music, symbols) will be explored. Small group discussion and reporting of definitions and on campus examples of stereotyping, generalizations, discrimination, and prejudice will be conducted. The session will conclude with action planning for development of campus programs and personal and professional growth.

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PROGRAM ABSTRACT

TITLE "Design and Implementation of a Comprehensive Model for Student Retention"

COORDINATING PRESENTER: Name: Dr. Margaret Lewis Title: Vice President - Student Development
Institution: North Lake College
Address: 5001 N. MacArthur Blvd., Irving, TX 75038
Phone: (214) 659-5242

The Advantage program of North Lake College of the Dallas County Community College District arose as the result of a two fold inquiry. We pondered: how can we, as an institution of higher learning, better integrate existing programs and construct new programs that will raise our standards of excellence while at the same time improve retention and academic success for a diverse student population?

Integral to the development of this model was the design of an institution-wide effort and a means for evaluating the individual components as well as the whole program. The Advantage model was designed as a tripartite system; the basic components being 1) mentoring, 2) a mandatory orientation course for new-to-college students, and 3) advising for the orientation students.

The model assumes that the center of a student success model is meaningful dialogue -- dialogue between members of the college community and students which eventuate into commitments and ongoing relationships. It is through this contact with such models and mentors along with academic preparation and effective study skills that motivation, goal setting, self-confidence, and persistence develop.

Content of the presentation will include a description of the conceptual framework including definitions with supporting research of the model (Tinto, 1987), (Austin, 1985), (Anderson, 1985), and (Roueche, Baker, 1987). Discussion will focus on our definition of student success and identifying characteristics of 'high risk' students. Each component of the program will be explained: Student Reception Center, mandatory Orientation, advising, mentoring, academic monitoring and early warning, tracking systems, staff development, and high risk students will be offered. We will report on research findings concerning student retention and achievement in the Advantage program during the pilot year (1988-89) of implementation. We will suggest methods which will enhance faculty, student, and administrative support of such comprehensive Student Success models.

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PROGRAM ABSTRACT

TITLE

Unfair Competition, UBIT (Unrelated Business Income Tax) and Local Government Taxation

**COORDINATING
PRESENTER:**

Name: Mark Bookman Title: Visiting Scholar
Institution: University of Houston, Institute of Higher Education Law and Governance, Houston, TX 77204
Address: (713) 749-2557 or 580-3575
Phone:

Anyone who believes the discussions on the taxation of university and colleges are restricted to the campus bookstore, food service and the like is in for a rude awakening. Every department that generates any type of income or performs a function which could be performed by for-profits is at some level of risk. Functionally all of student affairs will be affected. This program will explain how actions now occurring at all levels of government could dramatically alter the areas of student services and student development unless campus administrators take immediate and assertive action. With the promise of extensive IRS audits of tax exempt entities in the next few years and new reporting requirements for 1989, no campus can avoid taking action and incurring new costs.

As de Tocqueville found, in the United States, the role of non-profit associations in providing services is unique to the rest of the world. From the very first federal tax laws, a special niche has been carved out for those charitable organizations advancing education, health and religion. Yet during the past decade we have witnessed an unprecedented attack at the philosophical roots of the role of these service organizations. While most of the attention for the past few years has focused on the work of the Subcommittee on Oversight, actions of equal importance have occurred at the state and local levels of government.

This program will acquaint the participants with the history of tax exemption in the United States, the philosophical underpinnings of this treatment and the value this treatment has to colleges and universities today. There will also be a review of the key factors in the current federal income tax law and the actions Congress is now considering. A similar overview will be given of actions in the courts and the legislature at the state and local level. The closing portions of this program will address actions campuses should now be taking and the potential constrictions that may be placed on Student Affairs programs (financial and political). Based on extensive research and personal experience, it is the presenter's belief that higher education needs to totally alter its current pattern of response to the efforts to re-define the relation of government and the non-profit/tax exempt sector. A potential action plan, a set of issues higher education needs to raise and a major research thrust which must be accomplished, will be reviewed.

In addition to the address listed above, interested parties may contact: Mark Bookman, J.D., Education and Non-Profit Consulting, Inc. 1106 Terranova Lane, Houston, TX 77090.

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PROGRAM ABSTRACT

TITLE From CSAO to President - The Importance of Student Affairs

COORDINATING PRESENTER: Name: Robert D. Bradshaw Title: Vice President for Student Affairs
Institution: Austin College
Address: Suite 61595 - P.O. Box 1177 - Sherman, TX 75091-1177
Phone: 214-813-2228

The importance of student affairs was addressed by two college presidents and one small college vice president for student affairs. The importance of student affairs in the small college and university setting was discussed with particular emphasis on values in higher education; student affairs as preparation for the college presidency; the importance of student affairs from the viewpoint of a college president; and the value of the smaller setting as a place for the student affairs practitioner.

Issues examined included how student affairs can contribute to the advancement of professional careers all the way to the presidency. Included in this discussion was how work in smaller institutions and with individual students is both personally rewarding and gratifying, while at the same time providing valuable experience in human interaction that prepares a chief student affairs officer for the college presidency.

Values, particularly from the Judeo-Christian heritage, play an important role in supporting students within the co-curricular educational experience. Much discussion centered on the need for students to make critical decisions based on a value structure. Each presenter shared his/her judgements on effective methods of discussing values in programming. Making ethical and moral decisions in higher education and the world is an important issue in educating the students of today, and each presenter shared strategies in dealing with such issues.

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PROGRAM ABSTRACT

TITLE Residence Hall Security: Planning a Comprehensive Approach

COORDINATING PRESENTER: Name: David G. Butler Title: Director of Housing & Residence Life
Institution: University of Delaware
Address: 5 Courtney Street, Newark, DE 19716
Phone: (302) 451-6573

Residence Hall Security: Planning a Comprehensive Approach

Legal actions and concerns for student safety have heightened interest in residence security. As legislation compelling the reporting of crime information and available security precautions on campus moves forward in several states, institutions must be certain that they are prepared to uphold their responsibilities. Federal legislation recently introduced has confirmed the need to pay attention in this area.

Residence hall administrators must begin immediately to study their buildings in relationship to the foreseeability of criminal activity. In cooperation with other university departments, including physical plant maintenance, public safety, and university police, residence hall administrators should carefully review each building to determine if it is foreseeable that a crime could occur. Once this is accomplished, the institution should carefully study the options available to eliminate the potential problem. Usually solutions are not simple. Those to be implemented must be designed in light of foreseeability, previous criminal activity, and the nature of the community in which the institution is located.

Developing a comprehensive residence hall security program may include making decisions on a wide variety of issues including locking devices (keys, card access systems, etc.), exterior lighting, security screens, guest phone systems, door alarms to prevent propping, security staffing, emergency phones, shrubbery trimming, staff training and educational programming.

The University of Delaware in Newark, Delaware, has a residence hall system which houses 7,300 students. The Office of Housing and Residence Life is currently completing implementation of a comprehensive security program. Although the residence hall system has been relatively crime free, the potential for devastating crime has been recognized and action has been taken to significantly lower the risk. The approach was developed in conjunction with students and several University offices.

The process of developing reasonable campus security can be facilitated by using the guidelines developed by the American Council on Education. The document entitled, "Self-Regulation Initiatives: Resource Documents for Colleges and Universities" provides a strategy for achieving reasonable campus security. A portion deals specifically with residence halls. A potential forecast of the legal duty which an institution may have in relationship to security can be formulated by studying House Bill #3344 recently introduced in the United States House of Representatives by Representative Goodling of Pennsylvania. The Bill calls for the reporting of campus crime to the FBI and public disclosure of crime statistics and policies related to law enforcement and campus security.

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PROGRAM ABSTRACT

TITLE Imagine Freedom from Dinosaur Brains: Confronting Problem Employees

COORDINATING PRESENTER: Name: Dr. Linda A. Zurfluh Title: Associate Professor, Educational Administration
Institution: Western Washington University
Address: 1801 Broadway, Rm. NP 101, Seattle, WA 98122
Phone: (206) 464-6103

Few things in the work environment offer more stress on a day-to-day basis than problem employees. Persistent poor performance, negative attitude, disruptive behavior or other employee problems cause morale erosion and stress responses among colleagues and supervisors. What are some keys to confronting problem employees? How can a supervisor recognize and diagnose employee problems in a rational and systematic way? Most importantly, how can the supervisor deal with the employee without being drawn into the problem behavior(s)?

This presentation will focus on the identification of problem employee behaviors, and ways to deal with them. Evaluative and disciplinary approaches will be explored. Participants will take an active role in the identification of employee problems presented, and in the generation of possible strategies for confronting and dealing with the behaviors. Organizational resources will be discussed, including the use of Employee Assistance Programs. The contextual framework for the presentation will come from the book, Dinosaur Brains: Dealing with All Those Impossible People at Work, by Albert J. Bernstein and Sydney Craft Rozen (John Wiley and Sons, Inc., 1989).

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PROGRAM ABSTRACT

TITLE A COMPREHENSIVE STUDENT ASSESSMENT PROGRAM: DISCOVERING THE OUTCOMES OF COLLEGE

COORDINATING PRESENTER: Name: Frank P. Ardaiolo Title: Vice President for Student Life
Institution: Winthrop College
Address: Rock Hill, SC 29733
Phone: (803) 323-2251

Do our students learn what we think they learn during the course of their college educations? Do they acquire the knowledge and skills needed to be educated adults in today's society and to have successful careers within their chosen major area of study? To what extent do students develop and mature personally as a result of the diverse experiences afforded during their college years? How can we provide the best possible education and services to our students?

This program will describe the comprehensive efforts undertaken by Winthrop College, supported by grants from FIPSE and the State of South Carolina Commission of Higher Education, to discover the answers to these and other questions. Characterized by a multi-method approach to assessment which include performance appraisal, interviews, simulations, portfolio reviews, self report, surveys, and other indices of student outcomes in addition to tests, this presentation will focus particularly on the supportive and symbiotic relationships established by the Division of Student Life with the faculty centered initiatives which led to the establishment of Winthrop's Office of Assessment. Included in this will be a thorough review of two specific program components: the Student and Alumni Follow-Along and Career Tracking System (Student/Alumni FACTS) which assesses student progress toward attaining career objectives and the initiatives to assess and enhance the personal growth and development of our students. Other components which will be described to a lesser extent include the assessment of students' basic skills, general education and major field of study.

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PROGRAM ABSTRACT

TITLE

Bridging the Gaps in Dealing With Students With Psychological Problems

**COORDINATING
PRESENTER:**

Name: Thomas Grace Title: Assistant Director-Residence Life
Institution: New York University
Address: 8 Washington Place, New York, N.Y. 10003
Phone: 212-998-4600

If a student becomes personally and/or academically dysfunctional due to the emergence of a debilitating psychological problem, the decision as to when and how to "become involved" presents a variety of legal, ethical and administrative dilemmas. If a psychological problem emerges in one university setting, such as the classroom or the residence hall, it is not unusual for the same (or even more extreme) behavior to be observed in other aspects of the student's college/personal life.

Unfortunately, there often is a communication gap among the various academic, psychological and student affairs offices that attend to each aspect of the student's "college experience". These offices tend to deal separately with the situation, with one or more offices making a unilateral decision based only upon their unique perspective and limited information. Other critical factors and information from the other aspects of the student's life are not taken into consideration.

This program will examine the unique, differing and sometimes conflicting issues and priorities that exist among university offices and presents a collaborative "case conference" approach utilized at New York University that encompasses academic, psychological and student affairs perspectives in managing these types of situations. The "case conference" approach is presented as one means of avoiding the conflicts and inherent communication gaps and providing university administrators with a collaborative and comprehensive perspective for making effective decisions....decisions that address not only the needs of the student but also the interests of the various departments and the university in general.

In a "case conference" approach, a faculty member, student affairs staff member or academic affairs staff member who is concerned about a student may request to meet with designated staff members from academic affairs, student affairs and the counseling center. Relevant information is shared by these educators (on a situational "need to know" basis) and the unique priorities and issues associated with each office and/or perspective are discussed. Depending upon the point of this meeting, decisions may be made as to how (and which staff person) best to initially approach the student to facilitate a psychological assessment interview (if appropriate) or recommendations made to guide involved administrators in making necessary subsequent decisions.

This strategy reflects a wholistic perspective of the student's college "experience" as an integrated process of personal development which includes conflicts and growth in a variety of inter-related areas...not a dualistic view of "academic" and "non-academic" aspects of the student's life as being two distinct and unrelated components of college. Ultimately, we believe the case conference method enables us to make more effective decisions, ones that are consistently implemented and reflecting the cooperative concern of psychologists, academic affairs staff and student affairs staff.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

A Dream Refocused: Alternative Leadership Experiences
of College Students

COORDINATING
PRESENTER:

Name: Vicky L. Triponey PhD Title: Assoc. Dean of Student Life and Services
Institution: Wichita State University
Address: Campus Box 8, Wichita, KS 67208
Phone: (316) 689-3032

Since their founding, American colleges and universities have attempted to prepare leaders. However, evidence indicates that formalized leadership development programs focus exclusively on students who serve in officer positions in the campus organizations and, to a lesser degree, students who aspire to serve in those positions. Little attention has been given to the alternative ways in which students exhibit leadership outside of the traditional roles and functions of leadership positions. Therefore, students who lead in alternative ways may not benefit from formal efforts to develop leadership and subsequently may not be realizing their full leadership potential.

The purpose of this program is to challenge participants to consider alternative ways in which college students might exhibit, practice and learn leadership on the college campus. In the winter of 1989, a study was conducted by the program presenter at a small comprehensive university in the northeast to examine the alternative leadership experiences of college students. Survey results indicated that students were involved in a variety of alternative leadership experiences and suggested that more students were involved in alternative leadership than traditional leadership positions. Patterns of leadership which emerged through the study included: leadership in the "mainstream," leadership on the "periphery," and leadership in "limbo."

Through this study, it was concluded that students were involved extensively in leadership experiences other than officer positions, and it was suggested that alternative leadership involvement may be a more inclusive and appropriate means of identifying student leaders than the traditional method of equating student leadership with officer positions. Additionally, the patterns of leadership identified through the data indicated that students become involved in different ways. While all types of students appeared to be involved in traditional or alternative leadership, sub-populations (such as non-traditional students) were found to be under represented in some categories of involvement. The study revealed further that only limited numbers of students were being reached through leadership development efforts. Finally, this study supported the contention of leadership theorists that leadership and headship are separate concepts and, therefore, the study of leadership may be served better if the focus is shifted from the study of persons in leadership positions to the study of persons who exhibit leadership behavior.

During this conference session, the findings of this study on alternative leadership will be presented and used as a foundation for the discussion of a refocused dream regarding leadership development programs for college students. By investigating the extent of student involvement in alternative leadership experiences and the types of students who become involved in such activities, it is anticipated that leadership educators and college administrators might discover additional leadership experiences which merit attention in leadership development efforts as well as begin to understand and reach the students who are involved in these alternative leadership experiences. Through this refocusing of the dream regarding leadership development, student affairs administrators may become instrumental in helping a multitude of individuals at all levels of society to recognize, develop, and use their leadership potential.

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PROGRAM ABSTRACT

TITLE Promoting Learning and Personal Development Through Out-of-class Experiences

COORDINATING PRESENTER: Name: George D. Kuh Title: Professor of Higher Education
Institution: Indiana University-Bloomington
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Phone: 812-855-0175

Imagine a college or university that successfully encourages its students to take advantage of institutional resources so that learning and personal development are enhanced. What would such an institution look like? Would it be relatively affluent, and attract students of high ability who have--for the most part--been involved in high school or elsewhere? Would the institution invest lots of money in student services? Would faculty be actively engaged with students both in and outside the classroom? What are the characteristics of an "involving institution," a place where students take part in out-of-class activities that complement the institution's education purposes?

This session will share what has been discovered from a year-long investigation (The College Experiences Study) of a diverse set of 14 four-year colleges and universities ("Involving Colleges") reputed to provide rich out-of-class learning and personal development opportunities for their students. Based on written materials, observations, and interviews with 1300 people, five categories of factors and conditions emerged: (a) a clear, coherent institutional mission and philosophy, (b) "human-scale" campus environments made up of physical, social, and organizational properties, (c) a campus culture--including institutional history, physical setting, traditions, language, symbols, subcultures, and heroes and heroines--that encourages involvement, (d) institutional policies and practices compatible with the mission and responsive to student characteristics, and (e) institutional agents who, in various ways consistent with the other factors and conditions, promote student learning a personal development. Illustrations will be offered of policies and practices that, with appropriate adaptation, may be transportable to other colleges and universities. Equally important, participants will discover (or perhaps rediscover) the important contributions out-of-class experiences make to a high quality undergraduate education.

This afternoon, a follow-up session is scheduled ("Implications for Policy and Practice Suggested By the College Experiences Study") during which members of the project team will help participants examine, using a workshop format, the implications of these factors and conditions for their institutions.

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PROGRAM ABSTRACT

TITLE PRESENTING LEADERSHIP AS A VIABLE AVENUE TO SHAPING THE FUTURE

COORDINATING PRESENTER: Name: Dr. Vicki L. McNeil Title: Assistant Vice President, Student Affairs.
Institution: Loyola University, New Orleans
Address: 6363 St. Charles Avenue, New Orleans, LA 70118
Phone: (504) 865-3030

This presentation will address student leadership development on today's college campus. While leadership development programs may take different focuses on campuses, the central theme of teaching students life-long skills in group dynamics, ethics, leadership styles and a process for analyzing organizations should be inherent in all program offerings. Utilizing environmental settings such as student organizations, community service organizations, retreats, leadership classes, and faculty/staff advisory meetings are ways to interact with students and involve them in leadership opportunities and the area of volunteerism.

The presentors have a broad-based background in leadership development. One of the presentors has investigated the subject of leadershsp style through the dissertation and subsequent articles for NACA and ACPA. Both presentors have begun leadership programs on 3 college campuses ranging in size from 7,000 to 30,000. Both presentors are currently involved in leadership programs on their campus; each directing their respective schools efforts in this area.

The presentors will give an overview of the current literature on leadership development programs. Survey results will be shared with participants on the types of leadership programs currently being sponsored by Student Affairs departments/divisions. The survey will highlight small, medium private institutions and medium to large public institutions, types of programs, size of staff and funds dedicated for leadership development. A slide show will be presented which will depict different types of programs offered and promotional materials used at various institutions the presentors have worked at and materials received while completing the survey. Finally, the presentors will discuss ways the materials presented can be used at participant's institutions.

The presentors propose that this presentation on leadership development will provide participants with an overview, a sample of materials currently being used in the field and research results of current leadership programs. The participants are expected to leave this session with a clear sense of leadership development, hands-on samples and guidance on how to begin a leadership program and/or how to enlarge their current program at their institution.

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PROGRAM ABSTRACT

TITLE

NASPA PAST PRESIDENTS REMEMBER

COORDINATING
PRESENTER:

Name: Thomas G. Goodale Title: Vice President for Student Affairs
Institution: Virginia Polytechnic Institute and State University
Address: 112 Burruss Hall, Blacksburg, VA 24061-0250
Phone: 703/231-6272

Five former presidents of the Association will dialogue about the past and the future. This panel of seasoned chief student affairs officers will talk about the growth of the Association, and its impact on issues that will face the 90's and beyond. Among those will be the future as it relates to graduate preparation programs, the increasing role of women in the affairs of higher education, partnerships with others around the management table in the office of the president, and those innovations necessary to meet the diversified role of students coming to us in the next decade and beyond.

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PROGRAM ABSTRACT

TITLE Sensitivity To Diversity: A Pro-Active Approach To Multiculturalism

COORDINATING PRESENTER: Name: Roger L. Pulliam, Ph.D. Title: Assistant Vice Chancellor
Institution: University of Wisconsin at Whitewater
Address: Whitewater, WI 53190
Phone: 414-472-4985

This interest session is designed to address multicultural issues that are prevalent at predominantly white higher educational institutions with a growing culturally diverse population. In addition to a review of demographics that evidence a changing student population, the panel will share plans, programs and experiences on ways to enhance student support services through the creation of an environment that is sensitive and has mutual respect and appreciation for cultural diversity.

Presenters will focus on students, faculty and staff that spend a considerable amount of time within the university environment with a varied level of awareness of each other. Presentations will specifically address:

- 1. Strategies for Assisting Minority/Disadvantaged students in their Transition from Home to College and the Professional World of Work.**
Dr. Roger L. Pulliam, Assistant Vice Chancellor for Academic Support Services, University of Wisconsin at Whitewater.
- 2. Educate Students and Professionals to Re-examine Practices and Philosophy.**
Dr. Aurelio Yvarra, Professor, College of Education, University of Wisconsin at Whitewater.
- 3. Utilize Campus Activities and Programs to Promote a Shared Experience.**
Dr. Emanuel Newsome, Vice President of Student Affairs, Florida Atlantic University.
- 4. Going Beyond the Involvement of the Student Faculty or Staff Member that is Committed to Cultural Diversity.**
Stephen Miller, Assistant Dean of Student Affairs, Florida Atlantic University.
- 5. Understanding the Need for, and a Unique Perspective of Minority Greek Letter Organizations.**
Dr. Moses Turner, Vice President for Student Affairs and Services, Michigan State University.

All conference participants should find this interest session useful in developing and re-thinking creative strategies for an environment that is supportive of diversity and conducive to learning.

**1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT**

TITLE

REGULATING OFF-CAMPUS STUDENT BEHAVIOR: PRO AND CON

**COORDINATING
PRESENTER:**

Name: Stuart J. Sharkey Title: VP for Student Affairs
Institution: University of Delaware
Address: 109 Hullihen Hall, Newark, DE 19716
Phone: 302-451-2707

The University of Delaware has an enrollment of 20,000 students and is located in the City of Newark, Delaware. The city has a permanent residential population of 27,000. For the past several years there has been a growing conflict between long term residents and students. The city and the University have worked together in a "Town/Gown Committee" to examine the issue of student behavior.

In this program, the City Manager of Newark, Delaware will present the concerns of the City Council and the mayor. In addition, he will discuss a variety of ordinances, the City has put in place to help control student misbehavior.

The Police Chief of the City of Newark will discuss the kinds of behavioral problems that have created disruption in residential neighborhoods. He will also talk about the enforcement approach that the police have used to deal with student disruption.

Administrators from the University of Delaware will talk about the new off-campus judicial system that was developed to adjudicate cases of inappropriate student behavior within the city limits. They will also discuss the other major projects that the Town/Gown Committee is working on including a "Mediation Center" and an "Off-Campus Handbook."

This program will share the approaches that have been used by city and University officials to change student behavior. It is hoped that these ideas will assist similar campuses and communities across the country with their town/gown issues.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Meeting the Impending Shortage of College Faculty

**COORDINATING
PRESENTER:**

Name: Terry B. Smith Title: Dean of the Colleges
Institution: Northeast Missouri State University
Address: A/H 204, Kirksville, MO 63501
Phone: 816/785-4111

Imagine that in the year 2002 one-third of the undergraduate classes on your campus are cancelled because qualified faculty cannot be hired to teach the classes. This bleak prospect is one entirely plausible scenario.

Another scenario has college faculty and student affairs staff working together, beginning immediately, to head off the critical shortage of faculty in all disciplines in the 1995-2005 period.

Demographics show an upturn in the size of the 18 year old cohorts beginning in 1995. Further, up to one half million teaching faculty will have to be hired between 1995 and 2005 (fully two-thirds of the total American professoriate) due to the retirement of the group hired during the 1950's and 60's burgeoning of higher education.

Finally, and most critically, the pipeline for Ph.D.'s-in-training is almost dry. The most optimistic projections show 223,000 prospective college teachers between 1989 and 2005, less than half the likely demand. Astin's extrapolated freshman survey data project considerably fewer. The shortage of Ph.D. faculty in certain disciplines (e.g., business, math) will be especially acute.

Faculty and staff must act immediately if we are to replenish the professoriate. With our undergraduates we must update the decade-old info about the college teaching market. It is about to get better, much better, and it will get better just in time for them. Second, we must neutralize student negativism and cynicism about the process of education and learning so carelessly cultivated in our public schools. And third, we must raise the aspiration levels of our brightest prospective teachers many of whom do not think beyond grade or high school.

This program concludes with facilitated audience discussion about tasks and programing possibilities; e.g., a "neo-NDEA loan" for graduate students, "front-loaded" sabbaticals, new "pre-professor" student organization, etc. The audience will split into smaller groups to brainstorm and then recombine to hear reports and hold general discussion.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE

CURRENT USES OF COMPUTER TECHNOLOGY

COORDINATING PRESENTER: Name: JOE EUCULANO Title: COORDINATOR OF TECHNOLOGY/RESEARCH
UNIVERSITY OF ARKANSAS
Institution: UNIVERSITY OF ARKANSAS
Address: 418 ADMINISTRATION, FAYETTEVILLE, AR 72701
Phone: (501) 575-5007

In keeping with the conference theme, this program featured a panel discussion on the continuing discovery of computer applications in student affairs, and a collective imagination of the future using new technologies.

The panel addressed some of the following questions drawing on personal anecdotes and campus experiences:

How and why do people begin using computers and information networks?

What is the necessity of computer training for Student affairs professionals?

How do computers and information networks improve personal effectiveness?

How do computers and information networks affect the delivery of programs and service on the campus?

What is likely for the future of Student Affairs, as more professionals use and master computer and information networks?

The program was introduced as having its roots in the NASPA National Leadership Forum experiment facilitated by James Banning in 1987-88. That experiment was designed to determine whether faculty and professionals would use the technology to improve communication and keep abreast of current books, issues and trends in the field. Participants in that project reported great satisfaction with the concept and application, but felt it to be costly in personal time and telephone charges. Most participants at that time experimented from home after work hours paying for their own phone charges.

Participants noted that today, the introduction and use of the Bitnet communications network on many campuses virtually eliminated personal phone charges to participants. Most participants reported logging on to the network for information as a routine part of their daily work, thereby minimizing the extra effort from home in the evenings.

A live demonstration of information network systems was also provided.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Imagine Adult Students as Campus Leaders: Can It Really Happen?

COORDINATING PRESENTER:

Name: Everitt F. Binns Title: Director, Student Programs & Services
Institution: Penn State University, Schuylkill Campus
Address: 200 University Drive, Schuylkill Haven, PA 17972
Phone: 717-385-6240

As student affairs professionals begin to "imagine" the colleges and universities of the future, it is of utmost importance to look at the types of students they will be serving and which will comprise these futuristic institutions. According to current predictions, adult students will comprise over 50% of the student population by the end of the century. Because the success of student organizations and campus governance rests heavily on the recruitment and retention of student leaders, i.e. student affairs professionals of the future must learn more about adult students and, more importantly, what motivates these students to participate and assume leadership roles in the extra-curricular life on campus.

Based on the results of a recent study which addressed the issue of motivation and the participation of adult students in campus leadership positions, motivational factors have been identified that can be used by student affairs professionals to attract and retain adult student leaders in student organizations and campus governance.

Following an overview of the research, conference participants will discuss related topics, including the contributions of adult students as campus leaders, reasons that influence adult students to participate in leadership positions, factors related to the adult student's satisfaction or dissatisfaction with their student leadership position, and factors that hinder adult students from becoming student leaders. Finally, the session will address the methods student services staff members can employ to encourage and facilitate adult student involvement in leadership positions.

As these topics imply, this interest session will provide useful and practical information for the participants. Motivational factors will be identified based upon the research, which will directly assist student affairs professionals in attracting and retaining adult student leaders in student organizations and in campus governance.

In order to "live the dream" and to "imagine" the future, student affairs professionals must be prepared to meet future challenges. The adult student leader is one such challenge. The adult student leader is the student of the future and presents an enormous challenge to the higher education community. This session will provide insight into this most critical area facing student affairs professionals of the future.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE "Building Bridges: Facilitating the Transition of Women Returning to School"

COORDINATING PRESENTER: Name: Nancy Nienhuis Title: Women's Center Coordinator
Institution: University of North Dakota
Address: 305 Hamline Street, Grand Forks, North Dakota 58201
Phone: (701)777-4300

Women over the age of 25 are the fastest growing population on college campuses today. Orientation programs on most campuses are developed with the needs of traditionally aged students in mind. Adult learners often do not attend these orientations because they do not feel the programs are relevant to their particular life situation. Thus the needs of these students are left unaddressed, making their transition to college life more difficult and exacerbating strong feelings of isolation.

In the fall of 1988, the Women's Center at the University of North Dakota implemented a campus orientation program for adult women, with the hope of addressing some of these needs. The program was developed based on suggestions received during interviews with various staff on campus who worked with adult learners, and with several adult female learners themselves.

Part one of the orientation involved pairing new women students with women who have already completed at least one year of school. This "mentor" relationship was maintained throughout the first semester of school, and offered the new student a rich resource of information, as well as a sounding board. Part two involved distributing a booklet prepared specifically for these women. The booklet included letters from women like themselves who came to college as adults, with many of the initial fears and hopes the new students experience. Also included in the booklet was an "Academic Jargon" dictionary, a list of campus resources, and a series of shorter sections addressing such concerns as: "What Will My Family Think? Can I Compete With Younger Students? Will I Stick Out Like A Sore Thumb?" and others. The third part of the program involved a series of presentations which included a panel of experienced adult female learners, a library tour, and discussions on self-esteem and career issues.

The fall of 1989 was the second year the Women's Center offered this program. The students involved have indicated that this orientation was very beneficial and helped to lessen the anxiety they felt about beginning their college careers. The experienced adult learner participants were very pleased at the opportunity to help other women in their adjustment to UND.

Although this program is relatively new, those involved are confident that it is an important step toward meeting the needs of adult women learners at the University of North Dakota.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE

Assessment for Quality Assurance in Small Colleges

**COORDINATING
PRESENTER:**

Name: Dr. Roger Hadley Title: Dean of Students
Institution: Waldorf College
Address: Forest City, IA 50436
Phone: 515-582-8160

In this session, three small college chief student affairs officers share their experiences of insuring quality through developing, implementing and using assessment without the resources of a highly developed research staff or department. This session is designed to provide an opportunity for participants to learn from each other and to assist small-college student affairs personnel in implementing or improving assessment programs on their campuses.

The program includes: 1) A discussion of the definition of quality; 2) Components of successful assessment programs; 3) Initiation of an assessment program; 4) Examples of standardized and locally developed instruments--the ACT Student Opinion Survey, the Cooperative Institutional Research Program (CIRP), The College Student Experiences Questionnaire (CSE), the College Outcomes Measurement Project (COMP), the Small College Goals Inventory, and retention and student opinion instruments; 5) Uses of assessment data to improve quality on the three campuses; 6) Evaluation of assessment programs; 7) Session participant questions and contributions.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Albright Unity: An Effective Model for Diversified Leadership

COORDINATING PRESENTER:

Name: Dr. Timothy E. Ring Asso. Dean of Students
Title: Director of Counseling Services
Institution: Albright College
Address: P. O. Box 15234, Reading, PA 19612-5234
Phone: 215-683-6319

Despite the implementation diversification programs on college and university campuses studies indicate that minority students still must contend with inhospitable environments, cultural isolation, and other forms of oppression. As a consequence minority student involvement in student activities, particularly in leadership positions remains alarmingly low. In an attempt to address the low level of leadership involvement by minority students at Albright College, administrators and faculty collaborated to develop a highly innovative and successful program called Albright Unity.

Albright Unity is a campus based leadership program which emphasizes mutual understanding, increased cultural and racial awareness, empathy, and most important "effective leadership as the ability to empower others" as its' core concepts. All student leaders and potential student leaders are encouraged to participate in Unity retreats, workshops, task forces, and socials. Presently 120 students of the 1250 students enrolled at the college have participated in Albright Unity. In addition, many of these students function as facilitators and coordinators of Unity programs and activities.

Since the implementation of Albright Unity, not only has minority participation in leadership positions tripled, but also students have demonstrated an increased sensitivity and acceptance of individual differences. In addition, significant changes have occurred in the academic curriculum and social programming areas. Applications to the community at large are also planned for the 1989-90 academic year, including public school programs, political lobbying, and a study trip to South Africa.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

"IMAGINING WAYS TO IMPROVE THE RETENTION OF NATIVE AMERICAN STUDENTS:
A PEER COUNSELING MODEL"

COORDINATING
PRESENTER:

Name: GREGORY HAUSER Title: DEAN OF STUDENT AFFAIRS
Institution: NORTHERN MONTANA COLLEGE
Address: HAVRE, MT 59501
Phone: (406) 265-3760

Native American students have among the highest rates of attrition compared to other groups of students in American colleges and universities. In the future, higher educational institutions will need to develop creative ways which better enable Native American students to achieve in the higher education environment. An important vehicle for improving the retention of Native American students at Northern Montana College is a federally funded peer counseling program. An overview of the Native American peer counseling program will be presented including: peer counselor selection, training and evaluation, professional staff tutoring and counseling support, and supplemental social and cultural activities. Institutional Native American retention data will be presented and future data collection, analysis, and dissemination procedures will be explored. In addition, the program will provide participants with an introduction to the social and cultural elements that have a powerful impact on recruitment and retention of Native American students.

PROGRAM ABSTRACT

TITLE

Developing a Residence Life Program for Graduate Students

COORDINATING
PRESENTER:

Name: David Presti Title: Coordinator, Graduate Housing
Institution: New York University
Address: 8 Washington Place New York, NY 10003
Phone: (212) 998-4600

To keep pace with the increased number of individuals who are attending graduate school, we at New York University, have dramatically increased the availability of university on-campus housing for graduate students. As our on-campus graduate student population expanded, the development of a comprehensive "residence life" program became a priority.

Efforts to develop a graduate residence life program are often hampered by a lack of role models, experience and information. There are numerous colleges and universities to serve as models for undergraduate residence life programs but relatively few institutions have developed extensive programs for graduate students.

This program is designed for those institutions who are beginning, redefining or exploring the development of a residence life program for graduate students. In doing so, it is important to establish programs and services that are congruent both with the needs of the student and the goals of the institution. The presentation will focus on the results of a survey from institutions and students throughout the nation. This program will share what we have learned about the "state of graduate residence life", specific ideas for programs and services, and offer a directory of individuals who are currently working in this area and who may be consulted for information.

PROGRAM ABSTRACT

TITLE**NO CONTEST! THE CASE AGAINST COMPETITION IN THE FUTURE****COORDINATING PRESENTER:**

Name: Sharyn Slavin Title: Assistant Dean
Institution: University of Southern California
Address: Student Union 202 Los Angeles CA 90089-0890
Phone: (213)743-7981

The myth:

"There is an old myth that competition helps us move forward. The fact is that we have advanced to this stage not because we have had to compete - but mainly because we have had to cooperate. We compete because we are too dumb to know any better. Unable to outgrow competitiveness we have - in desperation - glorified and institutionalized it. We have made a virtue out of a crude wasteful behavior that goes back to our earliest primate origins. Today more than ever competition is divisive and inefficient. In the age of nuclear overkill competition can be downright suicidal."

How and why is competition antifuture?

- Competition fosters an adversarial atmosphere that often leads to stress and a host of physical diseases - including fatal heart attacks.
- Competition is particularly inefficient because it leads to duplication.
- Competition encourages mediocrity through appeal to popularity.
- There is no such thing as "best" so our striving to be the best is wasteful.
- Competition erodes character and self-confidence.

Turning to cooperation

- Cooperation must be structural and intentional.
- Focus on *process* and *activity* rather than result.
- Cooperative behaviors must be monitored and adjusted.
- Introduction of new activities rather than changing old ones is more successful.
- Cooperation results in increased productivity and a sense of self-esteem.

In this workshop you will:

- Explore ways to encourage cooperation in Higher Education.
- Identify areas where competition is causing trouble to you and your work.
- Devise cooperative strategies for implementation in your unit.
- Take a competition quiz and discuss the results.
- Participate in an enjoyable simulation game.
- Listen to a 10 minute presentation on the topic of competition vs. cooperation.
- Receive a bibliography of readings on the topic.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

SUICIDE ON CAMPUS

COORDINATING
PRESENTER:

Name: Debora L. Liddell Title: Doctoral Candidate
Institution: Auburn University
Address: 305 Wilson Lane / Auburn AL. 36830
Phone: 205/844-3078

Suicide is the third leading cause of death among adolescents and young adults. A student suicide can send a university community riveting into shock. This presentation will look at three aspects of college student suicide.

Part I will be led by a psychologist and will examine the clinical issues of college student suicide. This section will include a discussion of popular myths concerning suicide and will address the question of why people attempt suicide -- particularly college students. Participants will explore stereotypes of the "typically" suicidal person as well as how professionals can assess suicidal risk. An extensive bibliography will be distributed.

In Part II, participants will look at institutional response. This part of the presentation will be led by two student personnel administrators from different types of institutions. In developing a response plan, the institution must consider the victim, the victim's family, the victim's friends, the impact on the college or university community and the legal liability of the institution. The procedures and policies that are included in the institution's response plan will vary by institutional type and staff members from urban and rural/land-grant institutions may perceive their responsibilities differently.

In Part III the impact of campus suicide on the residential community will be examined by a director of residence at a major university. It is important to provide adequate training to residence staff so that prevention is maximized. In addition, attention to the grieving community by residence staff is necessary. They should be able to target resources for the student as well as develop links with campus support systems (i.e., the counseling center, campus ministers, health center, etc.), and be equipped to deal with the aftermath of a completed or attempted suicide in the residence system.

For too long, "clinical" issues such as suicide have been relegated only to staff members in our counseling centers and mental health clinics. The impact of suicide, however, can shake an entire community, making it an issue of relevance to all students affairs professionals, including chief student affairs administrators.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE

THE FUTURE OF INFORMATION

COORDINATING
PRESENTER:

Name: Ms. Patricia C. Adkins Title: Assistant Director
Institution: University of Illinois at Chicago
Address: Box 4348 M/C 330, 712 Chicago Circle Center, Chicago, IL 60680
Phone: 312-996-4500

THE FUTURE OF INFORMATION

CONFERENCE THEME REFLECTED:

Imagine colleges and universities of the future... meeting the information needs of a diverse student population.... utilizing heuristic service philosophy. Conventional university information centers, operated by public affairs, are not designed to effectively meet the information needs of the student population. Few universities have developed and implemented innovative programs to meet the information needs of the conventional student population. Even fewer universities have addressed the information needs of a diverse student population. The University of Illinois at Chicago (UIC) operates a highly regarded and effective information center that meets the needs of its diverse student population.

FAMILIARITY OF PRESENTERS:

Roy Mathew serves as the Director of the Student Information Network Center. Roy, an Asian-Indian, is a former student leader and graduate of UIC.

Pat Adkins serves as the Assistant Director of Student Development Services and directs the Student Leadership Program.

METHODOLOGY OF PRESENTATION/INTENDED RESULTS

Idea Break - To present the general concept of the Student Information Network Center at the University of Illinois at Chicago, group discussion and/or fishbowl method.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

PROFESSIONAL ADVANCEMENT: MAKING DREAMS COME TRUE

**COORDINATING
PRESENTER:**

Name: Frank P. Ardaiolo Title: Vice President for Student Life
Institution: Winthrop College
Address: Rock Hill, SC 29733
Phone: (803) 323-2251

Professional advancement translates into "living dreams" for those of us dedicated to serving our campuses and our students. Career transitions are an inherent part of the student affairs field and our dreams are articulated into assertive personal professional planning. This presentation is designed to highlight the experiences and share insight of what has been learned by two practitioners who are currently living their professional dreams.

Career transitions in higher education are now being impacted by budgetary and personnel constraints and freezes. Positions become vacant when highly competent staff move on but rarely are permanent replacements found in a timely manner. During the early 1980's our profession faced the fact that we needed to be equipped to "do more with less" and the 1990's are likely to be the same. The coming decade may also be the era of the "interim" since staffing constraints often result in doing more with less personnel. Student Affairs professionals must be prepared to not only move to new institutions but to new staffing challenges when such opportunities arise.

Many issues surround the above described opportunities and challenges. This session will review the professional transitions of the presenters: One became a chief student affairs officer for the first time at a prominent comprehensive college and the other filled the resultant vacancy of Interim Dean of Students at a large state university. Experiential knowledge will be shared in terms of successful managerial styles, career transition strategies (moving out and moving up), and methods for achieving professional excellence. The presenters will highlight practical as well as theoretical issues to consider when assuming interim and upper level managerial positions in student affairs administration. Actualizing one's dream for advancement and the lessons learned in assuming these new responsibilities will be openly and thoroughly explored in an honest and forthright manner. The pitfalls of two practitioners' transitions from dream to reality will be reported the year they occurred.

The session will entail a lecture format followed by discussion to allow participants an opportunity to draw from their own experiences and dreams.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE WILL THE CIRCLE BE UNBROKEN? POTENTIAL POLICIES FROM PAST PRACTICES

COORDINATING PRESENTER: Name: Micah Engber Title: Associate Director of Residence Life
Institution: University of Southern Maine
Address: 100 Upton Hall, Gorham, Maine 04038
Phone: (207) 780-5240

When examining the development and implementation of institutional policy at colleges and universities, we often hear the comment that new policies resemble other policies from the not too distant past. Further examination reveals that institutional policy development may appear to be cyclical. Many proposed institutional policies exemplify the statement, "what goes around, comes around." What individual, institutional or societal factors contribute to this notion of ecclesiastical nature of policy development in higher education? What might we be excluding from our discussions of policy formation by not revisiting previous policies?

In some circumstances, changes can be stymied when they are countered with statements such as, "we used to do it like that!" In this case, what factors undermine the acceptance of change? Is the circular nature of policy development questioned by these reactions?

The purpose of this program is to explore how institutional decisions are shaped from past experiences. The presenters will examine with the group why many current institutional policies appear to be based on previous practices. They will also consider how one's individual experience may play a major role in institutional policy development and contribute to the circular nature of those past and present policies. Potential areas of discussion may include substance abuse policies, visitation policies, general education requirements, admission requirements, and the teaching of critical thinking.

Additional discussion will introduce the concept of policy development as being spiral in nature rather than circular; the main focus being that we never revisit the exact same place, but reach a higher level of refinement with time. Consideration will include why certain kinds of previous practices have been fine-tuned into new policies based on our past individual and group experiences.

Presenters will ask program participants to "remember" how previous policies and programs affected us as both administrators and students; "discover" what we have learned from our past experiences and see the connections with present practices; and "imagine" how the positive and negative effects of past and present policy might be applicable to today's student.

The collective experiences of the presenters include that of middle and upper level management in the Student Affairs and/or Academic area(s) of higher educational administration. These experiences occurred at small, midsize, and large public and/or private institutions.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Student Committee On Acquaintance Rape: Students Educating Students

**COORDINATING
PRESENTER:**

Name: Vernon A. Wall Title: Residence Education Consultant
Institution: University of Georgia
Address: University Housing, Russell Hall
Phone: (404) 542-7295

Over the past few years, Acquaintance Rape has received massive amounts of media attention which has spawned public outrage, confusion, and disbelief. Because the age group most affected by acquaintance rape is college students, this "black cloud" has been looming over college campuses across the nation; many schools are unsure about what course of action to follow. At the University of Georgia, a group of carefully selected and well trained students have been educating their peers about Date/Acquaintance Rape. This group is called S.C.O.A.R., Student Committee on Acquaintance Rape. The members of S.C.O.A.R. have been presenting programs on Acquaintance Rape to several organizations and groups on campus. The programs include various aspects such as: possible causes, statistics, public opinion, prevention, and legal action.

PROGRAM GOALS AND OBJECTIVES

S.C.O.A.R. exists:

1. To encourage students to reevaluate their personal expectations of members of the opposite sex.
2. To raise awareness level of students at the University on the subject of Acquaintance Rape.
3. To outline/discuss possible ways for men and women to avoid situations which could lead to Acquaintance Rape.
4. To encourage open communication with potential and current partners.

S.C.O.A.R. is a "peer education" group. Students participate in a five-week training program which prepares them to be a resource and/or presenter. The strength of S.C.O.A.R. lies in its creative presentations. The students use various videos, role plays and values exercises to encourage fellow students to talk openly about dating expectations and communication. Basically, S.C.O.A.R. is -- "Students Educating Students".

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE Bringing Services to Students: Creating Satellite Offices

COORDINATING PRESENTER: Name: Robert Hemphill Title: Residence Director
Institution: New School for Social Research
Address: 135 East 12th Street, New York, NY 10003
Phone: (212) 598-4167

In the absence of workable crystal balls, speculative discussion is the best approach for developing an understanding of what the future holds. This presentation takes a futuristic voyage to a college campus of the next century. Ideas will be drawn about the student population, conditions on campus, trends in education, the political scene, and departmental operations.

Discussion will follow readings from "Campus 2001," a short story written for this presentation. Through the presentation of one possible future for the campus, the audience will have a basis for discussion of other alternative futures.

"Campus 2001" will largely be prepared from factual information based on present day trends, although parts will be entirely speculative. This presentation was designed on the premise that many developments in technology and culture have grown out of futuristic literature. This program may help professionals recognize what the future holds so that they may take the appropriate actions now.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Clearinghouse for Volunteers: A Working Model

**COORDINATING
PRESENTER:**

Name: Kenneth Osfield Title: Assistant Dean For Student Services
Institution: University of Florida
Address: 129 Tigert Hall, Office for Student Services, Gainesville, FL 32611
Phone: _____

Since 1972, the American Council on Education at UCLA have conducted freshmen surveys. Since 1972 there has been a noted increase in responses students give to values that might be called SELF INTERESTED.

In the surveys the value item with the largest growth was "being very well off financially" this increased from 40% to 70% over an eleven year period.

DO YOU FEEL THIS IS TRUE TODAY?

DO YOU SEE OUR STUDENTS AS SELF INTERESTED?

I honestly don't. Why? Just the growth of national community service organizations alone show that there is a shift in the attitudes of our students today.

Donald Kennedy, in a speech presented at the Annual Meeting of the American Association for Higher Education had some comments to make about the American Council on Education's survey. He reported that he did not view the figures as alarming. What he sees is that we are sending our students messages in what we do in government, schools, and in the home. Society is sending messages of greed, corruption and take care of self. Kennedy states "given the character of the messages we have been sending, why should we be surprised that college students are indicating a high level of concern for their economic future. Do we really have a right to complain when they appear focused on self-interest? Even if they had good things to say about public service, why would they assume that their elders would want to hear them?"

("Can We Help? Public Service and the Young", March 12, 1986.)

Students today are interested in community and public service. I think we just don't know how much. There are no national figures on exactly how much participation is taking place on the campuses around the country. In an effort to change that, each campus should begin to record community service efforts by student government, fraternity and sorority, special interest groups and student organizations.

What we also need is commitment by higher education; commitment from colleges, university's and professional organizations such as NASPA to actively take part in the promotion of community service.

Students are volunteering but there are no BONDING AGENT on many campuses. Many students and groups are working independently of each other, with no tie to one another. We need to bring these groups and individuals together in an effort to assist one another and work for common goals. One such bonding agent is the University of Rhode Island's Clearinghouse for volunteers. The presenters (2 past coordinators, and the current coordinator) will give an overview of the program for the past six years. They will also discuss volunteerism on the national level. This will be an inter-active program, so come ready to discuss volunteerism on your campus.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Get Mod - A Modular Approach to Staff and Student Development

**COORDINATING
PRESENTER:**

Name: Maureen Reilly Funcheon Title: Assistant Director of Residence Life
Institution: Livingston College/Rutgers University
Address: A-229 Lucy Stone Hall New Brunswick, NJ 08903
Phone: (201) 932-2050

This presentation focuses on the theory and applications of a comprehensive model of staff and student development. The model is composed of four major components: the necessity of establishing clear expectations for student staff, providing a strong departmental focus on student development issues, creating specific methods of accountability and supervision, and finally, the need for increased emphasis on professional staff sensitivity to the student staff experience.

The module approach sets forth a goal and a challenge for each month of the academic year. Both the goals and the challenges are based on traditional student development tasks in conjunction with cycles of predictable events for students and para-professional staff. In addition, the goals of the month are utilized during in-service training, staff newsletters and residence life bulletin boards.

The use of the module model has been received positively on our campus. We have noted increased responsibility on the part of our Resident Advisor staff. We have seen the quality of RA programming increase dramatically as our staff begins to discover why they are required to perform certain functions.

The modules that we use have been designed specifically for our residence life system but the concept is adaptable to any system. The basic principles will remain the same. We will be happy to provide examples of our written materials to any colleagues who request them.

Maureen Reilly Funcheon
Robin H. Diamond

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE

PROVIDING CAMPUS CHILD CARE

COORDINATING PRESENTER: Name: S. LaVernn Wilson Title: Director of Early Childhood Center
Institution: Southern Illinois University at Edwardsville
Address: Campus Box 1076, Edwardsville, IL 62026
Phone: (618) 692-2556

Traditional student populations are declining. Students are no longer just students they are "student parents" and their children arrive on campus with them. Colleges are doing more recruitment of adult students, however are they providing the type of services needed by these adult students?

This presentation will focus on how campus child care can assist in meeting the diverse needs of today's "student parents." Child care provided on campus can be a visible demonstration of the university's/college's commitment to women and adult students. The university/college can provide a model of child care for the community and enhance the performance of employees and students by reducing their stress regarding the care and safety of their children.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Implications for Policy and Practice Suggested By the
College Experiences Study

**COORDINATING
PRESENTER:**

Name: George D. Kuh Title: Professor of Higher Education
Institution: Indiana University - Bloomington
Address: 226 Education Building, Bloomington, IN 47405
Phone: 812-855-0175

This session will extend the dialogue initiated by the Special Interest Session, "Promoting Learning and Personal Development Through Out-of-class Experiences", during which the major findings from The College Experiences Study were reported. Presenters and participants will identify the institutional policies and practices that can be adapted for different types of institutions to encourage students to take advantage of learning and personal development opportunities. The first part of the session will be largely didactic to permit the presenters to elaborate on the five categories of institutional factors and conditions common to Involving Colleges that were introduced during the Special Interest Session: (a) institutional mission and philosophy, (b) campus environments including physical, psycho-social, and organizational properties, (c) campus culture including institutional history, physical setting, traditions, language, symbols, subcultures, and heroes and heroines, (d) institutional policies and practices, and (e) the role of institutional agents in promoting student learning and personal development.

After the brief review of major themes, participants will self-select themselves into groups focused on one of the five categories of institutional factors and conditions and, along with one or more of the presenters, examine the implications for their work. Presenters will respond to participants' interests and questions related to the category of their choice.

After discussing the implications for policy and practice suggested by the College Experiences Study, student affairs professionals will be prepared to examine pertinent policies and practices at their institution, and--if and when appropriate--consider how these policies and practices may be adapted and adopted to encourage a higher level of involvement on the part of undergraduate students in activities that complement their institution's educational purposes.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Student Services Master Plan for The California State University

**COORDINATING
PRESENTER:**

Name: Dr. Stephen F. Barnes Title: Assistant Vice President for Student Affairs
Institution: San Diego State University
Address: San Diego, California 92182
Phone: (619) 594-5211

The Board of Trustees of The California State University (CSU) recently adopted as systemwide policy a "Student Services Master Plan." The "Student Services Master Plan" is the first of its kind in the U.S. for a multicampus university system. The CSU approach and experience, however, should be informative to any single institution or group of institutions interested in coordinating and delivering the high quality, out-of-classroom services to students.

This program will first describe the charge and methodology of the Master Plan Task Force, processes used to build consensus for the master plan concept among the twenty CSU campuses, and identify and discuss major professional issues that came under consideration in California (e.g., applicability of the CAS Standards to a multicampus university system, usefulness of the Student Personnel Point of View and Perspective on Student Affairs foundation documents). The presenters will then explain the organization and components of the Master Plan, and possible implications for student affairs practitioners.

Copies of the "Student Services Master Plan" will be distributed at the conclusion of the session.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE "A Half Century of Student Personnel: An Oral History"

COORDINATING PRESENTER: Name: Kirk Hallowell Title: Graduate Research Assistant.
Institution: The University of Iowa
Address: 210 Lindquist Center Iowa City, Iowa 52242
Phone: 319-337-6913

"A Half Century of Student Personnel: An Oral History"

Presenters: Kirk Hallowell, The University of Iowa
Paula Christensen, The University of Iowa
Christine Phelps, The University of Iowa
David Braverman, The University of Iowa

Abstract:

This presentation will include a 60-minute reenactment of interviews of five retired student services professionals whose careers spanned five decades from the 1930's through the 1970's. A dean of women, a director of student counseling services, a university ombudsman, an assistant to the president, and a vice president for academic affairs participated in this project. Graduate students who conducted these interviews will play the roles of these professionals and engage in a lively discussion of topics including the beginnings of the profession, student activism in the 1960's, and specific events which shaped these unique individuals' careers. The final 15 minutes of the presentation will be reserved for questions and interaction with the audience.

Much of our training in the historical foundations of student services comes from objective sources representing generalized and commonly accepted views of the profession. This presentation seeks to supplement these objective interpretations with specific and subjective recollections of individuals who were personally involved with the profession during its formative years in American higher education. Participants will undoubtedly find this material informative, entertaining, and, perhaps, controversial.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Building cultural competence with student affairs professionals through simulation.

**COORDINATING
PRESENTER:**

Name: Larry H. Ebbers Title: Chair, Professional Studies
Institution: Iowa State University
Address: N243 Lagomarcino Hall; Ames, IA 50010
Phone: (515) 294-4143

This presentation will address the problem of creating staff awareness and competence in dealing with student diversity. The vision of cultural simulations, planned and developed by the individual institution, involves the expertise of local minority groups. It is proposed that Student Affairs professionals live the simulated cultural experience during a training period. We will IMAGINE Cultural simulations being shared among institutions of higher education across the nation. Sharing training events will facilitate broader understanding and increase staff cultural competence at minimum cost. We will IMAGINE the possibility of regional and national cultural simulation conference training events.

It is anticipated that the learning outcomes for this presentation will be: a heightened awareness of possible cooperative community and university program development to address diversity, awareness, and acceptance; a challenge for creativity in developing unique solutions to the problem of staff development; a desire on the part of NASPA membership to create a new organizational event which addresses the problem of staff training for cultural competence.

An open discussion format will be followed to stimulate the sharing of ideas and brainstorming for possible alternatives.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE

STUDENT VOLUNTEERISM: A CLASSROOM ON CAMPUS AND IN THE COMMUNITY

**COORDINATING
PRESENTER:**

Name: Sharyn Slavin Title: Assistant Dean, Student Affairs
Institution: University of Southern California
Address: Student Union 202, Los Angeles, CA 90089-0890
Phone: 213-743-7981

Within recent years many college campuses have seen an increase in students volunteering for public service. Is this increase in volunteerism merely a fleeting trend or is it a real shift in ethical behavior? This program addresses the question of whether volunteerism is just a fad or an actual change in values. In addition, it will focus on the following issues:

- How to determine what students learn when volunteering in the community;
- How to set up a campus volunteer center run entirely by students (using the University of Southern California's Student Volunteer Center as a model);
- How to involve all campus student organizations that participate in community service in joint campus programs; and,
- How to evaluate and document students' public service.

Finally, this presentation provides an opportunity for participants to interact on the topic of volunteerism and viable programs that encourage community service. Articles on volunteerism and brochures and materials from the USC Student Volunteer Center were distributed.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Design for Diversity: University of Wisconsin System - One Campus Response

**COORDINATING
PRESENTER:**

Name: Roger B. Ludeman Title: Assistant Chancellor for Student Affairs
Institution: University of Wisconsin-Whitewater
Address: Whitewater, WI 53190
Phone: 414-472-1051

In April of 1988, President Kenneth A. Shaw announced his Design for Diversity plan for the University of Wisconsin System. The plan addresses the issues of access retention, the multicultural environment, financial aid, cooperative efforts with other education systems and the private sector, and System organization. It is Shaw's intent, and that of the Board of Regents, that the plan be implemented at all 27 locations within the System.

Design for Diversity presents a series of goals and challenges for the UW System for 1988-93 including 50 percent increase in the number of new minority students and an increase of 75 percent in the number of underrepresented new minority faculty and staff as compared to the preceding five years. A new need-based grant program is established for the academically disadvantaged. All UW System students will be required to study race and ethnicity. Considering the nature of the State of Wisconsin (a predominately rural state) and the limited resources made available for the plan, Design for Diversity presents a major challenge for the UW campuses.

The University of Wisconsin-Whitewater, having the third largest minority enrollment in the System, has accepted the President's challenge to make its environment more diverse and multicultural. Chancellor Connor has established a task force to monitor progress toward System and campus goals. The Division of Student Affairs went a step further and developed its own plan, a "blueprint for implementing Design for Diversity."

This presentation will cover the main goals of Design for Diversity and the process used by one campus of the University of Wisconsin System in accepting the challenges included therein. What were the political as well as moral and practical considerations that had to be confronted? How did the forces of the faculty, staff, and students, in a traditional collegial governance model, come together to affect change, positive change? The presenters will analyze the situation, the approaches used, and the outcomes of this delicate and dynamic process. Session attendees will be encouraged to inspect the process and offer reactions and similar plans that may exist on their campuses. The role of the Division of Student Affairs in developing a campus plan will be a special focus of the session. Copies of all pertinent documents will be made available to conferees.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE

SOLID FOOTING ON TODAY'S SLIPPERY SLOPES

**COORDINATING
PRESENTER:**

Name: Todd Reynolds Title: Dean of Students
Institution: McKendree College
Address: 701 College Road, Lebanon, IL 62254
Phone: (618) 537-4481 Co-Presenter: Laurie Kolar

Student Director: McKendree Peer Services

This presentation will illustrate how the application of selected student personnel theories have been successfully used by McKendree College as it pertains to a variety of concerns and issues. Through this program the following ideas will be addressed: Breaking down both psychological and physical barriers in an orientation program; creating a familiar and supportive campus environment; maximizing student input and inviting ownership of projects; personalizing the collegiate experience; and encouraging a balanced involvement in campus activities and academic life. Those attending the session should receive some practical suggestions regarding creative approaches to student orientation, peer support efforts, identifying and meeting the needs of particular student populations, and integrating academic and student affairs. The presenters will further identify how some of the institution's programs have resulted in a successful funding effort by a major corporation (AT&T) and an equally successful collaborative arrangement with an area college involving items of related interest.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

INTEGRATED STUDENT SERVICES EVALUATION SYSTEM

**COORDINATING
PRESENTER:**

Name: Dr. Joelyn Ainley Title: Vice President for Student Affairs
Institution: Joliet Junior College
Address: 1216 Houbolt Avenue, Joliet, IL 60436
Phone: (815) 729-9020, X440

The concept of institutional effectiveness hinges upon our ability to make objective judgments on the efficiency and effectiveness of educational programs and services. The internal and external pressures to assure quality programs at a minimum cost require evaluative information on student services. The purpose of this presentation is to share a model research procedure utilized in evaluating services to students.

During the fall 1986 and 1987 terms, students, faculty, staff and administrators were surveyed regarding the college's programs and services. Nine were identified as areas of concern which affected students. This program review led to a follow-up opinion survey on the perceptions of selected college services. During the spring term of 1988, three-hundred students and approximately one-third of the full-time faculty, classified staff and administrators were surveyed to determine more specifically those components or aspects of those areas of concern that needed attention.

Problem levels were identified on two levels. Based upon a scale of 1 (very good) to 5 (very poor), Problem Level I had a mean value greater than or equal to 3.0; Problem Level II had a mean value greater than 2.5 and less than 3.0.

Following the results of the opinion survey, several focus groups were established. Faculty, staff and administrators met to discuss solutions to each problematic area. A separate student focus group elicited student input. Feedback was provided to the appropriate service area and results were shared with the college community.

Goals and objectives were identified by each of the student affairs areas through the problematic evaluations. Strategies were put in place to alleviate the concerns and constituencies will be surveyed in January of 1990 to determine the effectiveness of the strategies.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE Minority Student Retention: A Successful Partnership

COORDINATING PRESENTER: Name: Michael L. Jefferies Title: Director, Minority Student Affairs
Institution: University of Illinois at Urbana
Address: Champaign, IL
Phone: _____

The University of Illinois at Urbana-Champaign, a large research-oriented university, has one of the nation's highest graduation rates for Black and Hispanic students. In order to provide students with the most viable support services, the University's Minority Student Affairs (OMSA) Retention Model emphasizes cross-campus linkages between academic units and support services which are located in student affairs. OMSA serves participants in the Educational Opportunities Program, the President's Award Program, and TRIO as well as about 120 student athletes.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE

Helping New Americans Achieve the Dream: Maria Gutierrez's Three World

**COORDINATING
PRESENTER:**

Name: Hal Reynolds Title: Component Manager
Institution: University of California at Berkeley
Address: 102 Sproul Hall, U.C.Berkeley, CA 94720
Phone: (415) 642-6772

Programs from three different California state universities are presented which help "new Americans" to succeed as students. Though the central focus is on the history of one young Mexican-American woman studying at the University of California at Santa Cruz, each of the three programs presented demonstrates a different approach towards finding the strengths in the new American experience that lead to success and to the overall enrichment of campus life, as well as the obstacles which the students need support and assistance in overcoming. One university focuses on Southeast Asian students and combines research with community involvement. Another effectively utilizes student volunteers recruited from a large number of different Asian student organizations. Each program in its own way helps the university to creatively cope with the challenge of the increasing diversity of the student body, especially that resulting from immigration.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

"Building a Bridge: A Community Service Program"

**COORDINATING
PRESENTER:**

Name: Raymond Becker, Jr. Title: Asst. Dean for Student Programs
Institution: Widener University
Address: Webb Hall, Chester, PA 19013
Phone: (215) 499-4395

Never has there been a more important time than now for colleges and universities to "build a bridge" into the communities in which they are located. Widener University, like many other institutions, has always been involved in the community. Students, faculty and administrators regularly assist with a variety of programs by offering their services and fund-raising abilities. However, what we are referring to is a coordinated program that is part of the Student Services Division which provides student volunteers with meaningful co-curricular experiences. This is a new effort initiated by the University during the 1987-88 academic year.

Chester, Pennsylvania, with roughly 45,000 residents, is frequently described as one of the poorest cities of its size in the United States. Members of the Widener University Student Services Division have joined forces with community leaders becoming involved with a number of projects. The success of the Widener Community Service Program is based on the implementation strategy that was developed by the staff. This strategy includes the following five elements:

1. Consider the needs of the community
2. Listen to your students
3. Carefully check out the organizations and agencies in which you will have students involved
4. Select the right person to be in charge of the program
5. Promote your program

Within one year, Widener University has experienced a 200 percent increase in the number of students involved in community service opportunities. By utilizing this implementation strategy we have built a successful bridge into our community.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE "Discover the DAI: A Developmentally Based Assessment Instrument"

COORDINATING PRESENTER: Name: Timothy R. McMahon Title: Coordinator, Education Program
Institution: The University of Iowa
Address: 112 Rienow Hall, Iowa City, IA 52242
Phone: (319) 335-9360

Two of the major themes currently being emphasized in the student affairs literature are assessment and bridging the gap that exists between student affairs and academic affairs. This program is designed to help participants discover a new instrument that can be used for assessment purposes and to help connect our profession with academe. The Developmental Advising Inventory (DAI) is a new assessment tool which has a number of uses within the general area of student affairs. Using Arthur Chickering's work as a theoretical base and a nine dimension wellness model as a framework, the DAI is easy to use and has been effectively piloted in a variety of settings, including residence life academic advising, and orientation/University 101 courses. It has also been used successfully with at-risk students.

As you can see, the instrument consists of fifteen items in each of the nine wellness dimensions. Students assess their own level of development, their satisfaction with this level of development, and whether they would like to discuss the item with someone. Students complete the instrument, compute their own scores, and chart these scores on the developmental wheel. Questions that can be used to process the experience and hints for goal setting are also included.

Participants will receive a copy of the inventory and a comprehensive packet of information which will detail its background, implementation strategies, and psychometric qualities.

There are two major goals of this presentation. The first is to introduce the participants to the Developmental Advising Inventory - its background, development, and possible uses. The second goal is much broader. It is to discuss the concept of a "developmental" approach to education on a college or university campus. This portion of the presentation would introduce the theme of human development as it relates to general education.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE The Global Community: Meeting the Needs of an Int'l Society

COORDINATING PRESENTER: Name: Robert Hemphill Title: Residence Director
Institution: New School for Social Research
Address: 135 East 12th Street, New York, NY 10003
Phone: (212) 598-4167

As international student enrollment continues its upward trend in American universities, student affairs professionals are increasingly challenged by this "hidden dimension of diversity." This presentation will assist professionals in developing an understanding of the international community from both the American and the foreign perspective.

This first part of this presentation will address the specific needs of international students and some of the behaviors that result from their special circumstances. Additionally, there will be discussion about how American and international students perceive one another.

In the second part of this presentation, programmatic interventions will be discussed which respond to the concerns described in part one. This part of the presentation will discuss some approaches to developing a supportive community that have been successfully tried in a highly international residential setting at a large mid-western university.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE The Higher Education Reports: Guidelines for the Future?

COORDINATING PRESENTER: Name: Barbara A. Mann Title: Asso. Prof., Higher Education
Institution: Florida State University
Address: 113 Stone Bldg. B-190 Tallahassee, FL 32306-3021
Phone: 904-644-7077

We have recently completed the end of a decade which saw reform efforts as evidenced by a series of national education reports. The furor over educational accountability and improvement has decreased, the concerns remain. We felt it was important to examine the extent to which change occurred in student affairs practice as a result of the attention generated by the reports.

One report, "Involvement in Learning," was particularly directed to the work of student affairs and to students themselves. To that we added the CAS Standards and criteria from the regional accrediting associations to study which of them effected change in student affairs practice. We created a survey instrument which would identify changes in student affairs practice that have been implemented in the past five to ten years and describe the bases upon which those changes were made. The instrument was distributed to a national sample of Chief Student Affairs Officers (CSAOs) and we obtained a 58.8% return rate.

Regarding the "Involvement in Learning Report," 69% of the respondents indicated a familiarity with the report, but only 28% attributed change in practice to the report. Approximately 51% of the respondents reported some to extensive use of the CAS Standards. Only 32% attributed actual change in practice to the standards, although those who use the CAS Standards reported greater emphasis on student involvement, ethical development, a holistic approach to student development, and outcomes assessment. Accreditation criteria appeared to be used only in the period of the institution's self-study for accreditation.

No or little difference was found between public and private institutions. Small to mid-sized institutions were more likely to report no particular emphasis on student involvement, while emphasis on ethical development increased as the size of the reporting institution increased.

The CAS Standards were attributed by the CSAOs to have had more impact on practice than either the national education reports or accreditation criteria. Clearly the hope of the national reports to identify problems and offer suggestions which could be put into practice appears to be unfulfilled.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE

Discovering New Approaches to Old Problems: Organizing the Anarchy

**COORDINATING
PRESENTER:**

Name: Nicholas A. Piccolo Title: Student Programs and Services
Institution: Penn State Mont Alto Campus
Address: Mont Alto, PA 17237
Phone: 717-749-3111, Ext. 245

Director,

The program humorously juxtaposes Cohen and March's (Leadership and Ambiguity, 1974) view of universities as "prototypic organized anarchies" with more traditional organizational perspectives using a slide-show and discussion. Although light-heartedly challenging traditional views of organizations, the more serious goals are; offering effective strategies for leadership, and implementing organizational change. Specifically, the program describes the organizational properties and decision-making of an organized anarchy and a traditional organization.

In higher education, professionals may limit themselves with the mythology of an idealized institution. By emphasizing a different perspective on corporate behavior, the presenters hope to encourage new approaches to old issues. Particularly, the capacity to stimulate appropriate organizational responses in areas of resource allocation, policy development, program delivery, and personnel use.

The last part of the program will be a discussion of how some of the principles covered have been applied in the work place by the presenters.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

An Adventure in Discovery...Assessing Student Development Outcomes

**COORDINATING
PRESENTER:**

Name: George A. Bettas Title: Director Student Affairs Research
Institution: Washington State University
Address: 338 Cleveland Hall, Pullman, WA 99164-2131
Phone: 509-335-0176

The rapidly changing environment of the modern institution of higher education and the multiplicity of its responsibilities within the environment, require that it continually monitor the quality of its programs and services. Out of this "world of permanent whitewater" an influential student outcomes assessment movement has been building across the country for several years. It has developed partly because of the strong criticism of higher education which has been expressed during the 1980's. It has been encouraged as well by the firm belief held by many public and some education officials that colleges and universities should be held accountable and should develop a reliable means to improve the quality of education.

The focus of this program is upon the rationale for assessing student development outcomes as we look beyond the classroom and explore how students' out-of-class experiences contribute to or impede their learning. Student development educators have a long tradition of assessment that looks beyond the classroom and upon the broader impacts of the college on students. Today's assessment movement currently presents the occasion to bring this work to bear more systematically upon the improvement of student learning. It has evolved into a partnership between student affairs and academic affairs as we look beyond the narrow conceptions of learning in order to improve learning.

Many student affairs practitioners new to assessment have questions about how to begin. What issues should be addressed, and in what order? What choices must be made and what are their implications? This session considers these questions and includes a discussion of a current working illustration of a joint venture between student affairs and academic affairs faculty in a comprehensive assessment program. Special emphasis is placed upon the fundamentally developmental nature of assessment where listening to students helps us change teaching strategies and administrative structures and improve both student development and learning.

This session introduces a new paradigm of student development that may have wide-reaching effects on how we assess student development outcomes. Special emphasis is placed upon addressing the challenges of growing diversification in our campus communities as we attempt to build communities on commonalities as well as differences.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Enrollment Planning: How Long Do Students Take to Graduate?

**COORDINATING
PRESENTER:**

Name: Susan Repp Title: Asst. Vice President, Student Affairs

Institution: Central Michigan University

Address: 251 Foust Hall, Mt. Pleasant, Michigan 48859

Phone: 517 774-3018

Administrators at many colleges have observed an increase in the number of students who take longer than four years to graduate. National studies reported by Alexander Astin reveal that in the fifteen year period from 1966 to 1985, the average number of students earning bachelor's degrees in four year dropped from 46.7 percent to 31.2 percent. Astin also reported that, in terms of entering characteristics, students who take more than four years to complete degrees are more similar to those who never finish than they are to those who finish in four years. Students or their parents may place blame on the institution and express dissatisfaction because of the increased costs of longer periods of enrollment. Knowledge of factors involved in prolonging time to graduation is important to evaluating delivery of services to students, and in anticipating future enrollment trends.

A research study was completed at Central Michigan University (CMU) to identify differences between students who graduate at various times, and to analyze the differences in order to determine "causes" based on student characteristics and/or institutional factors. CMU is a 4-year public college with an enrollment of 17,000 students, and a strong undergraduate emphasis. Existing institutional data was examined for 1587 students who entered the college as freshmen in 1982 and have since graduated. Survey information was also collected from 461 of these students.

The institutional data items examined in the study were: high school grade point average (GPA), American College Test (ACT) scores, first semester GPA, GPA at graduation, type of degree, number of semesters attended, number of credits attempted per semester, number of credits of repeat courses, number of credits of incomplete courses, and incidence withdrawal from courses.

Items included in questions on the survey were: sources of financial aid received, level of parents' education, hours spent at a job while a student, participation in extra-curricular activities, reasons for on-time graduation given by those who graduated within four years, reasons given for delay by those who graduated in more than four years, reasons given for stopping out (if applicable), number of times the student's major or minor was changed, participation in seeking advising from various campus sources, and satisfaction with advising received.

Students who graduated in four years reported that they accomplished this by planning their courses carefully, by attending summer school to earn additional credit, and by receiving early academic advising. Students who took longer than four years to graduate reported that this was influenced by changing their major field of study, by choosing to take a lower course load, and by not being able to enroll in required courses. Taking double majors, participating in internships or student teaching, and study-abroad programs were also listed as reasons for prolonging college attendance. Most students had received academic advising by their third semester of enrollment.

Pearson correlations and chi-square values were computed to analyze the data. Significant differences were found between those students who graduated in four years and those who took longer to graduate. At the .01 level of significance, the following factors were associated with graduating in four years: gender (females more likely to graduate in four years), higher high school GPA, higher ACT composite score, higher first semester GPA, higher GPA at graduation, larger number of credits taken per semester, lower number of total credits at graduation, lower incidence of withdrawal from courses, lower number of courses repeated, and earlier seeking of pre-graduation audit.

The information gained in this study has been beneficial to the University in learning more about the student population, and in learning more specific information on factors which cause students to take more than four years to graduate.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Proactive and Reactive Strategies for Campus Ethnoviolence

**COORDINATING
PRESENTER:**

Name: Frank L. Rincon, Ph.D. Title: Dean of Student Life
Institution: Sam Houston State University
Address: Box 2237 SHSU - Huntsville, TX 77341
Phone: (409) 294-1780

There has been a recent increase in racial tensions and incidents on college campuses around the nation. Many institutions have not anticipated these occurrences and have not been prepared to effectively deal with them. This presentation will review a brief case study of two ethnoviolence incidents at a private university in northern New Jersey. Next, documented background information which illustrates the nature and frequency of racial tensions which have occurred around the country will be shared. This information will also include some actions which have been taken by institutions and states.

The session will focus on a number of proactive strategies that higher education institutions can implement as preventative measures which can help avoid and/or reduce tensions. The approaches will include specific examples which a number of institutions have implemented. Examples of these measures include: conducting a student survey of the interracial relations climate on campus; including sensitivity sessions in the orientation program, including multicultural information in the Introduction To College 101 course; including multicultural material in the required curriculum; monitoring residence life and general campus incident and criminal reports; implementing staff development programs; planning intercultural and multicultural Student Activities programming, creating a special task force to analyze the issue and make recommendations.

If institutional leaders have not implemented proactive measures, they find themselves having to quickly respond to potentially volatile circumstances. The final segment will address specific reactive strategies which higher education institutions can implement. Examples of these measures include: holding an open forum immediately after an incident; dealing with individuals involved immediately through the judicial process; developing a coordinated approach in working with the media; banning parties and services which include alcohol; alerting appropriate staff to immediately report continuing tensions; creating a blue-ribbon task force to examine the causes and recommend solutions.

Participants will be strongly encouraged to contribute by adding proactive and reactive strategies their institutions have successfully implemented. Participants will receive an outline of the presentation for reference.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE Managing a Diverse Staff: Strategies for the Present and Future

COORDINATING PRESENTER: Name: Ms. Kate Linder Title: Assistant Director of Residence Life
Institution: Indiana University of Pennsylvania
Address: G-14 Sutton Hall, IUP, Indiana, PA 15705
Phone: 412-357-2698

According to Dr. Harold Hodgkinson, of the American Council on Education, by the mid-1990's, 75% of the people entering the American workforce will be women and members of racial minorities. As Student Personnel Administrators who work with increasingly diverse staffs, it is imperative that we devise and implement management strategies which utilize the quality of diversity to enhance the development of a work unit. Failure to develop such strategies may result in negative conflict, tension, competition, and low morale in the staff groups we manage.

This presentation is intended to accomplish the following goals:

1. To discuss the skills we need as professionals to effectively manage a staff characterized by racial, ethnic, gender, lifestyle, and personality differences, and to strategize ways in which to acquire these skills.
2. To refresh our knowledge concerning the process of group development and to incorporate the management of differences into the promotion of group development.
3. To practice use of the information presented through completion of case studies that deal with managing a diverse staff.

The presentation is intended to provide basic ideas on how diversity can be managed so as to create positive outcomes in work relationships and staff productivity. As a result of receiving new information and having an opportunity for discussion, individuals who attend the presentation will be ready to examine current management practices to DISCOVER if these practices accomodate the needs of both a diverse staff and their organization.

"Managing a Diverse Staff: Strategies for the Present and Future," will involve a presentation, opportunities for discussion, and an examination of pertinent case studies. In addition, a variety of handouts will be provided to participants on the topic.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

DEVELOPING COMMUNITY THROUGH DIVERSITY

**COORDINATING
PRESENTER:**

Name: Dr. Robert C. DeWitt Title: Director of Student Programs & Services
Institution: Penn State Beaver Campus
Address: Brodhead Road, Monaca, PA 15061
Phone: (412) 773-3806

Representatives from three unique campuses of Penn State will discuss different approaches that have been successful and that have failed at both a large and small campus. Specifically, this session will concentrate on innovative programs that facilitate student and parental discussion on racism, sexism and sexual orientation; present a video on diversity that is presented to all incoming students; introduce the Penn State Cultural Awareness Survey; and discuss various training programs for faculty, staff and student leaders.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE Ethical Challenges on College Campuses

COORDINATING PRESENTER: Name: Harold D. Goldsmith Title: Dean of Student Life
Institution: Old Dominion University
Address: Webb Center, Room 207, Norfolk, VA 23529-0516
Phone: 804-683-3755

Student personnel administrators are confronted with many ethical issues. While these ethical issues involve nearly every area of student personnel work, this program will explore these issues and dilemmas in four areas utilizing the case study method. The four areas are: professional recruitment and employment practices, professional advancement, illegal or questionable activities that take place on college campuses, and dealing with racial issues. The case studies will be scenarios of situations often faced by student personnel administrators. The participants will be asked to discuss the cases and to identify the ethical dilemmas posed; and to suggest a recommended course of action to resolve or reduce these dilemmas.

To further the discussion the results of a survey on ethical issues and practices on college campuses will also be shared. The survey samples the perceptions of selected administrators in the areas which will be explored in the case studies. In addition ideas about solutions to or strategies of coping with these issues will be reported.

By attending this sessions participants will: (1) have the opportunity to discuss a broad range of ethical dilemmas that face student affairs professionals; (2) discuss proposed strategies to deal with the ethical dilemmas in four areas; (3) become more aware of ethical dilemmas in the profession; (4) acquire resources that can be used in dealing with ethical dilemmas; and, (5) increase ability to model ethical behavior in their professional practice.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Leadership Attitudes and Behaviors of Effective CSAOs: Implications for the Training, Retention, and Career Mobility of Professionals

**COORDINATING
PRESENTER:**

Name: Kathryn O. Venema Title: Associate Dean for Student Services
Institution: Heidelberg College
Address: Tiffin, OH 44883
Phone: (419) 448-2058

Effective leadership is needed at all levels of an organization. However, little research has been conducted on the leadership attitudes and behaviors of those holding the chief student affairs officer (CSAO) position. In this regard, almost 400 NASPA CSAOs at 4-year, private institutions participated in a study designed to identify characteristics of effective leaders.

A nomination process was used to identify effective CSAOs. Faculty members in student personnel preparation programs, officers in three student personnel professional organizations, and CSAOs from 438 4-year, private institutions were asked to select from a list of nominees those persons they believed to be most effective in their role as a CSAO. The identified CSAOs were then asked to complete the Fisher/Tack Effective Leadership Inventory.

Overall, the researchers found that 4-year, private CSAOs are more alike than they are different in terms of their leadership attitudes and behaviors as well as demographic variables. In addition, CSAOs nominated the most frequently as being effective leaders indicated to some extent a preference for behaving in a more open and collegial manner than their colleagues. They also tended to be more energetic risk-takers who believe in rewarding superior performance. Finally, the individuals nominated as being effective had published more professional literature, presented more programs at conferences, and had more years of experience in higher education as well as student affairs.

In this session the presenters will describe briefly the research design, present the results of the study, and compare the findings with a recent study of college and university presidents as well as leadership literature. A current CSAO will then offer reactions to the conclusions drawn from the research. Finally, the participants will have the opportunity to discuss the implications for student affairs professionals in relationship to their training and career mobility.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE Creating Options for a Rape-Free Environment (C.O.R.E.)

COORDINATING PRESENTER: Name: Doris Ching Title: Vice President for Student Affairs
Institution: University of Hawaii at Manoa
Address: 2444 Dole Street, Bachman Hall 207
Phone: 808-948-8753

Recently, date/acquaintance rape has emerged as an open and major social issue on many campuses. The emotional trauma of rape by an acquaintance or close friend is said to be the most psychologically devastating type of sexual assault. Nearly all victims suffer from nightmares, fear, anger, and other reactions, plus an overwhelming sense of guilt, in as much as the victim's trust in a friend or acquaintance has been betrayed and her sense of judgement deeply impaired.

Experts in the field agree that the best method of dealing with sexual assault is to prevent it from happening in the first place. Prevention by education aims to inform people of the problem and promote healthy social interactions and communications among men and women. Those who are educated reduce their own vulnerability as well as the number of incidents.

A Sex Abuse Treatment Center, a State Department of Health, a State University have collaborated in a high quality, highly successful, prevention and education program entitled, "Creating Options for a Rape-Free Environment," or (C.O.R.E.). In a brief period of eighteen months, the private and public interagency partnership has resulted in a needs assessment; pre- and post-test surveys of peer educator training model; and actual presentations to students in classrooms and student residence halls. The model, developed in a multi-ethnic and cross-cultural setting, is culturally sensitive and includes both female and male students among its peer educators.

Upon completion of their training, peer educators provide training and facilitate discussion groups for University dorm residents and in specific classes on request to decrease date/acquaintance rape among students. The program has: (1) raised the awareness of both male and female students about the problem of sexual assault; (2) increased factual information and problem recognition for date/acquaintance rape; (3) raised consciousness regarding sex role stereotypes that may lead to a "rape culture" and decreased attitudes that permit date/acquaintance rape; and (4) provided male and female students an opportunity to work together in an attempt to influence attitudes and beliefs in such a way as to encourage healthy relationships that are non-violent and respectful.

The session will present a strategy for organizing an innovative and powerful rape education program. Topics of the presentation will include developing and training peer educators; developing a needs assessment survey; developing pre- and post-tests; developing an evaluation component; private/public interagency collaboration; Student Affairs/Academic Affairs cooperation; videotapes, brochure, training manual; and tools and technical assistance to implement a program.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE FROM DREAM TO REALITY: MULTICULTURAL PROGRAMMING FOR THE 90'S

COORDINATING PRESENTER: Name: Consuelo Trevino Title: Student Development Specialist IV
Institution: The University of Texas at Austin
Address: Campus Activities Office UNB 4.304
Phone: (512) 471-3065

This presentation documents one solution in addressing the issue of racial tensions on college campuses. It illustrates how a group of student leaders and a student affairs department at a major public institution designed and implemented a quality orientation program that promoted racial awareness and understanding and dispelled ethnic stereotypes and racial misconceptions.

The session describes a mandatory program where orientation students viewed a twenty minute segment of the PBS video about discrimination based on eye color. After viewing the video, the new freshmen were divided into small groups for discussions facilitated by specially trained student leaders.

The small group sessions addressed a series of questions focusing on the incoming students' reactions, impressions, feelings or thoughts of the video. Other discussion topics included common stereotypes, racial myths, and issues of discrimination. Opportunity was also provided for the students to share their expectations about attending a multicultural University.

At the conclusion of the 45 minute small group discussions, the participants were given a Multicultural Resource Guide prepared by a group of student volunteers and members of the Dean of Students staff. The guide included a recommended reading list, a sampling of multicultural courses available at UT, and a list of multicultural campus resources.

Over 5,000 incoming students participated in this Multicultural Program during the seven week Summer Orientation Program. According to informal feedback obtained from participants and facilitators, the program accomplished its objective of enhancing race relations through open communication. The facilitators viewed the program as a great first step in addressing an important social issue.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE Incorporating Values and Ethics Into Student Affairs' Personnel and Services

COORDINATING PRESENTER: Name: Dr. Emanuel Newsome Title: Vice President for Student Affairs
Institution: Florida Atlantic University
Address: P.O. Box 3091, Boca Raton, FL 33431-0991
Phone: 407-367-3091

This program will address the formulation of a values statement for the campus and how it becomes a reality for students through staff development, student services, admission policies and academic support services. It is important for values and ethics to be included in publications and especially the Student Affairs' mission statement. Reinforcing good values and moral judgements for students must be a shared responsibility within the divisions of universities and colleges. Effective methods, implications and recommendations will be presented from a pro-active approach.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE "Men's & Women's Voices: Imagining the Possibilities-Bridging the Differences"

COORDINATING PRESENTER: Name: Barbara A. Panzl Title: Coordinator of Sorority Affairs
Institution: Washington State University
Address: McCartan Administrative Suite
Phone: (509) 335-2611

"IMAGINE the cooperation of humankind and the new spirit of community which assess an individual's worth by their contributions and not by their color, gender, background or orientation" (NASPA Call for Programs, 1989). This thought expresses a hope that individuals will be assessed by colleagues and supervisors based on their talents and contributions to the profession rather than on physical characteristics. However, before this type of assessment is utilized throughout the profession, people will need to gain a better understanding and appreciation of the differences between people. These differences include learning styles, leadership styles, managerial styles, empowerment and personality.

The purpose of "Men's & Women's Voices: Imagining the Possibilities-Bridging the Differences" is to make participants aware of these differences in style. The work of Erikson, Kohlberg, Gilligan, Loden, Kouzes, Posner, Belenky, Perry and others will be used to explore and discuss these differences. Since these differences are not always gender specific, the focus will be on masculine and feminine voices or styles. We will focus on how to appreciate these differences and recognize them as strengths that can enhance the university community. This will include imagining what a university could be like if each person was allowed to contribute to the community using his or her own personalized style. The program will also address ways that differences in style can be accepted by colleagues and supervisors and utilized in the best way. Since people feel most comfortable with similar styles, it is difficult for those with different styles to be heard and appreciated. We will discuss this dilemma and attempt to define strategies that bridge the differences.

The men and women who have chosen student affairs as their profession are the greatest assets to the profession. This program will focus directly on learning how to get the best from each of these individuals and thus enhance the university community.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE

MANAGING STRESS: SIMPLE STRATEGIES FOR TAKING STRESS IN STRIDE

**COORDINATING
PRESENTER:**

Name: Dr. Frank A. Bucci Title: Vice President for Student Affairs
Institution: Kutztown University
Address: Kutztown, PA 19530
Phone: 215 683-4020

MANAGING STRESS: SIMPLE STRATEGIES FOR TAKING STRESS IN STRIDE

This program meets the needs of those professionals whose responsibilities require a constant and often tense interaction with others and a high degree of selflessness. The format combines lecture, discussion and small group interaction and includes pertinent quotes and citations from relevant research. Participants will identify and share stress warning signs, consequences of unchecked stress, job-related conditions that are stressful and arrive at some consensus regarding most common job-related stressors. Several specific strategies which have been found helpful in managing stress are presented. By handling stress successfully, participants will gain and maintain control over their lives.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE Imagining Your Future: Discovering the Options in Doctoral Education

COORDINATING PRESENTER: Name: Michael D. Coomes Title: Assistant Professor
Institution: Bowling Green State University
Address: 330 Education Building, Bowling Green, OH 43403-0294
Phone: (419) 372-7382

Our ability to imagine and prepare for the future will be greatly influenced by the experiences of the past and the present. This session will assist student affairs educators to imagine their own personal future and their role in the future of the profession by examining the status of doctoral education opportunities for student affairs practitioners. The publication of the CAS Standards (Council for the Advancement of Standards for Student Services/Development Programs, 1986) has ensured that guidelines are available for evaluating the curricular structure and course content of master's level student affairs programs. In addition, The Directory of Graduate Preparation Programs in College Student Personnel (Keim, 1987) provides detailed information on the curricula, faculty, program enrollment levels, and placement rates of over 100 college student personnel master's degree programs. However, similar information on terminal degree programs with an emphasis in student personnel or higher education administration is not available. This lack of information on doctoral degree programs makes it difficult for faculty and practitioners to advise students, graduates, and staff about further educational options. Furthermore, this deficiency means that students and practitioners considering a terminal degree must rely on hearsay and incomplete information and must, out of necessity, rely on their own resources to learn about various available programs.

This program will begin to rectify these problems by presenting the results of two national surveys of higher education administration and student affairs doctoral programs and the students in those programs. The initial survey identified the following program characteristics: (1) number of full-time faculty; (2) number of full and part-time students; (3) admissions requirements; (4) residency requirements; (5) length of program (i.e., number of credit hours beyond the masters degree required for completion); (6) curricular emphasis (human development, administration, counseling, etc.); and (7) faculty research interests. The second survey will assess the factors that have influenced current doctoral students to choose particular doctoral programs. Factors that will be addressed include: (1) program cost; (2) program reputation; (3) faculty research interests; (4) convenience (e.g., geographic proximity to current employment site, opportunities for employment of student and/or spouse); (5) fellowship/assistantship support; and (6) experiential learning opportunities. Survey respondents will also be offered the opportunity to identify other factors that influenced their choice of programs as well as offer suggestions to students and practitioners considering doctoral study.

Following the presentation of the survey data, observations will be offered by faculty members of higher education administration programs, as well as two current doctoral students. These individuals will be asked to: (1) note apparent gaps in available program offerings; (2) discuss how to use such information in selecting a doctoral program; (3) offer suggestions and "tips" for identifying and selecting a program that will meet personal needs; and (4) identify trends for the future of doctoral education in student affairs and higher education administration. Participants will be provided with hand-outs that will summarize the survey data.

The presentation is intended for: (1) student affairs professionals who plan to pursue a terminal degree; (2) practitioners who advise students and staff about graduate educational opportunities; and (3) faculty in masters level student affairs programs wishing to gain additional information on available doctoral degree programs.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE CONNECT: A Multi-dimensional Cultural Diversification Initiative Bringing Life to the Dream

COORDINATING PRESENTER: Name: SueAnn Strom Title: Assistant VP for Student Affairs

Institution: Mankato State University

Address: MSU Box 16; Mankato, MN 56002-8400

Phone: 507-389-2121

The Minnesota State University System held a systemwide conference "Ensuring Cultural Diversity in the Minnesota State University System" in October 1987 at which time conference participants--faculty members, administrators and students--identified needs in three areas: recruitment and retention of minority students, faculty, and administrators; incorporation of the minority experience into the curriculum; and creation of a campus and community environment that is comfortable for all races and ethnic groups. Subsequently, on January 18, 1988, the Minnesota State University Board adopted a plan called CONNECT.

The goals of CONNECT are 1) to double the minority student enrollment to 5% of the total student base; 2) to increase graduation rates of minority students to the same as other students; 3) to increase the number of minority faculty members to reflect the minority student population; 4) to incorporate the minority experience into the curriculum; and 5) to increase overall attention to cultural awareness in the campus and community environment.

To accomplish these ambitious goals, the Board approved an initial allocation of \$1,123,071 of System resources to the project. In addition, the Board requested that the Chancellor's Office secure an additional \$2 million from the private sector over a five-year period to support the CONNECT programs that cannot be financed with state funds.

These efforts, however, were only the first step. The next step, the implementation of CONNECT--a comprehensive, systemwide, public/private partnership to improve educational opportunities for minorities and to bring cultural diversity to the seven universities of the Minnesota State University System, is now underway.

The four linkages designed to accomplish the stated goals of the program are:

LINK 1: Connecting the System to the Minority Community

This component includes networking with minority organizations, identification of recruitment pools for minority students and faculty, participating in existing minority advancement projects, and promotion of the System among minority opinion leaders.

LINK 2: Connecting the Student to the University

This component includes pre-collegiate academic attention to minority youth, a student recruitment program and the organization of campus support services to assist students once they have been admitted.

LINK 3: Connecting the University to Other Universities

This component includes a faculty recruitment program, faculty and student exchanges with other universities, and administrative attention to national trends in minority and inter-cultural education.

LINK 4: Connecting the Community to the University

This component includes campus/community cross-cultural programming and human relations training, an eminent scholar/visitor/artist program and internship opportunities for minority students in local businesses and industry.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE "Serving Commuter Students: What's New and Interesting"

COORDINATING PRESENTER: Name: Barbara Jacoby Title: Director, National Clearinghouse for Commuter Programs
Institution: University of Maryland
Address: 1195 Stamp Student Union, College Park, MD 20742
Phone: 301-454-5274

Commuter students represent 83% of college students in the United States. Their numbers include full-time students of traditional age who live with their parents, part-time students who live in rental housing near the campus, and adults who have career positions and children of their own. The commuter student population will continue to become more diverse as the numbers of part-time, adult, and minority students enrolled in higher education increases.

The program format will include lecture and discussion. The presenter will begin by highlighting new developments in services, programs, research, and resources to help student affairs professionals be more effective in enabling commuter students to get the most out of their college experience. She will draw upon the resources of the National Clearinghouse for Commuter Programs. Participants will be encouraged to offer ideas and ask questions. Handouts will be provided.

Colleagues interested in further information about commuter students and programs to serve them should contact the presenter at the above address.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE "The Role of Student Personnel Administrators on Black Student Retention"

COORDINATING PRESENTER: Name: David L. Womack Title: Dir. Stu. Organizations & Vol. Services
Institution: Widener University
Address: Chester, PA 19013
Phone: (215) 499-4411

Many Colleges and Universitie's are making a strong commitment toward recruiting more black students. However, many of these same institutions don't put the same energy into the retention of their students. Thus, you have a revolving door style of "out with the old and in with the new" year after year!

This presentation is designed to focus on the role of the Student Personnel Administrator in black student retention. Some of the key areas of discussion will be:

- The importance of good role models
- needs assessment instruments
- staff training

* a ten minute video tape on "being black at a predominately white campus" will also be shown.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Climbing the Career Ladder: Focus on
the Mid-Level Professional

**COORDINATING
PRESENTER:**

Name: Lewis G. John Title: Dean of Students
Institution: Washington and Lee University
Address: Lexington, Virginia 24450
Phone: 703-463-8751

Mid-level professionals have special interests and concerns which NASPA's Division of Career Development and Professional Standards is attempting to meet through conference and other programming efforts. This program focuses on mid-level concerns for career advancement and professional development opportunities.

Upward mobility for the mid-level professional is possible through a variety of different career paths. Advancement to a CSAO position is considered from the perspectives of both two-and four-year institutions, large and small, public and private; special attention is given to the problems of upward mobility faced by women and by minorities. Also important for those who wish to climb the career ladder are factors such as personal qualifications, academic preparation, experience and professional qualifications, career commitment, professional development, and research and scholarship.

NASPA as an association is attempting to provide professional development opportunities at both the regional and national levels for the mid-level professional. There is programming at the regional levels in the form of drive-in workshops and interest sessions at regional conferences. Regions III and VI will sponsor extended mid-level institutes during the summer of 1990, and a model for use by other regions in future summers can be developed from these efforts. In addition, the NASPA Symposium for Women Aspiring to the Chief Student Affairs Position, sponsored by the Women in Student Affairs Network in conjunction with the Central Office and the Division of Career Development and Professional Standards, was held in November 1989 in Kansas City, with a total of twenty participants. A similar symposium will be held during the coming year.

The Division encourages suggestions from members as to how we can better serve the needs of the mid-level professional through NASPA.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

The Supervisory Relationship: Being a Better Supervisee

COORDINATING

Name: Tom Jackson, Jr. Title: Area Coordinator

PRESENTER:

Institution: University of Southern California

Address: 3375 So. Hoover St., Suite C LA 90007

Phone: (213) 743-2616

THE SUPERVISORY RELATIONSHIP BEING A BETTER SUPERVISEE NASPA, 1990

Think of supervision. Your immediate thoughts are of you as the supervisor or your boss supervising you. In an organization or university it is easy to express your expectations to your staff. Understanding and accepting the supervisory relationship, as the supervisee, is seldom explored.

This program will discuss ways to become an effective supervisee and make your boss look great! The group will explore 1) nontraditional "isms" and perceptions associated with the supervisory relationship; 2) familiar theories and models relating to supervision; 3) clear strategies to develop your professional experience; 4) specific tidbits every supervisee should know and; 5) barriers contributing to common supervisory stereotypes.

To obtain the most from this presentation participation in discussion will encouraged.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE

An Ongoing Comprehensive Evaluation of Student Services Programs

COORDINATING PRESENTER: Name: Linda L. Dayton, Ed.D. Title: Dean of Student Services
Institution: Johnson County Community College
Address: 12345 College at Quivira
Phone: (913) 469-3865

As student services programs move to become full partners in the educational experience on each campus and as outcomes assessment becomes a larger issue, the comprehensive evaluation of student services programs is imperative. It is important that each student services program be examined to determine strengths and weaknesses and the profession takes a larger leadership role on campus. Even more important is to examine the innerworkings of all student services programs to determine the contribution each makes to the entire issue of student success which is the challenge of the future.

As Johnson County Community College examined the role that student services should play in discovering new approaches to the challenges of the future, the first step was to evaluate in a comprehensive fashion the services that were currently provided. The evaluation was multifaceted including user evaluations, supervisor evaluations, a random telephone survey of students at large (conducted by an independent agency), and a five year comprehensive program review cycle conducted by institutional research. This data was then shared with program advising committees and staff to develop a master plan for the future that includes ongoing evaluation. Sharing these results with the institution at large helped to position student services for the leadership role that was to follow.

If student services programs are to discover new approaches to the future, they must first find out how well they have done in the past. Only through comprehensive evaluation will student services be able to take their place in this campus leadership.

A comprehensive plan will be presented along with the instruments used to gather the data. The results of the evaluation will be shared through overheads and discussion.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Side By Side: The Cultures of Academic and Student Affairs

**COORDINATING
PRESENTER:**

Name: George D. Kuh Title: Professor of Higher Education
Institution: Indiana University - Bloomington
Address: 226 Education Building, Bloomington, IN 47405
Phone: 812-855-0175

In recent years, cultural perspectives have been advanced as a useful analytical framework for understanding behavior in colleges and universities (e.g., Chaffee & Tierney, 1988; Kuh & Whitt, 1988). Yet relatively little attention has been given to how cultural perspectives can be used in student affairs work. This session has two purposes. First, cultural perspectives will be defined and described. Second, the characteristics of student affairs and faculty cultures will be delineated.

Assumptions undergirding faculty cultures will be contrasted with assumptions shared to varying degrees by student affairs professionals. The assumptions and beliefs undergirding the culture of the student affairs profession will be distilled from the basic tenets delineated in the Student Personnel Point of View (1937, 1949), COSPA and Tomorrow's Higher Education Project materials from the 1970s, and A Perspective on Student Affairs (NASPA, 1987). Assumptions undergirding faculty cultures will be drawn from various descriptions of college and university faculty (e.g., cosmopolitan-local, discipline-specific, applied/basic fields-- Becher, 1984). The implications for student affairs work of espoused and enacted assumptions used by student affairs professionals and faculty groups will be discussed, recognizing that the values and attitudes of student affairs staff and faculty members may differ widely, depending upon the institution's mission and philosophy, size, number of professional student affairs staff, student characteristics, faculty expectations, and other factors.

Participants can expect to become familiar with the use of cultural perspectives as a framework for interpreting and understanding behavior within the context of an institution of higher education. The sometimes competing, sometimes complementary assumptions and beliefs held by student affairs professionals and faculty members will be highlighted. Thus, participants will be able to identify attitudes and beliefs that may be in conflict with those of their faculty colleagues.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE Campus Acquaintance Rape: An Ethical Analysis

COORDINATING PRESENTER: Name: Bill Haggard Title: Asst. Dean, Student Affairs
Institution: Florida State University
Address: A301 OGB
Phone: 904 644 3840

Even though the sexual assault of female college students by their dates, friends, and acquaintances has received much recent attention, the ethical issues of the problem have generally been ignored. Having an understanding of the unique causes of the problem, especially those of the moral and ethical nature, is important to effective prevention programming. After an overview of the problem, which will include an examination of incidence, victim profiles, offender profiles, and causes, an educative model for the examination of the issue will be presented. The model will be applied in an analysis of the campus acquaintance rape problem. Implications of the application of the model for use in prevention programming, especially for males, will be discussed. Time will be left for questions, reactions and discussion.

Learning Outcomes

The participant will have a better overall understanding of the problem of campus acquaintance rape.

The participant will gain knowledge of a new model for the ethical analysis of human sexuality issues.

The participant will have applied the model for ethical analysis to the specific problem of acquaintance rape among college and university students.

The participant will have new insights to add to existing professional rationale in the area of rape prevention programming.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

AIDS Awareness: A College-Wide Commitment

**COORDINATING
PRESENTER:**

Name: Hermann D. Conaway Title: Dean of Students
Institution: Columbia College Chicago
Address: 600 S. Michigan Avenue, Chicago, IL 60605
Phone: (312) 663-1600 X-220

Columbia College is a 4-year, urban, non-residential liberal arts college specializing in the areas of fine, performing, media and visual arts and communication.

The College has made a commitment to an annual week-long program of AIDS education. Major components of the May 1989 program were:

- Information Panels: Research and Issues Updates
- Issues Workshops: AIDS in Minority Communities; Women's Concerns, etc.
- Films, Videos and Literature Tables
- Classroom Discussions: Relating AIDS to other topics covered in coursework.
- Live Presentations: "The Wizard of AIDS," a travelling stage play presented by AIDS Education Theatre, with Questions & Answers / Discussion following.

The success of the program can be attributed to three factors:

- 1) The careful selection of printed and video materials: there's a lot of inaccurate junk out there.
- 2) The willingness of the institution to take the risk of disturbing some members of the college community: our language was blunt, our approach persistent, our commitment clear.
- 3) The involvement of faculty, administrators and students in the planning and execution of the program: this resulted in a high level of participation and played an important role in community-building at the college.

We concluded that effective AIDS education must have a base of institutional commitment at the highest levels, and must be designed with very careful attention to the sensitivity and needs of a variety of constituents. The selection of appropriate programs, and the articulation of the institution's mission in this regard, is more difficult than originally perceived, and yet is all-important.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE HELPING STUDENTS DISCOVER THEIR POTENTIAL THROUGH
ACADEMIC, PERSONAL, AND PROFESSIONAL DEVELOPMENT

COORDINATING PRESENTER: Name: Stephen W. Miller Title: Asst. Dean Student Affairs
Institution: Florida Atlantic University
Address: 1515 W Commercial Blvd., Ft Lauderdale, FL 33309
Phone: (305) 776-1240

This panel presentation offers diverse and systematic approaches to self improvement through personal, academic, and professional development seminars for students. The universities and colleges represented on this panel have programs which are designed to eliminate a student's self doubt on career decisions, class performance, and personal attitude in life. Student Affairs can and should play a valuable role in the educational process of the "whole" student.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE Motivating Middle Managers

COORDINATING PRESENTER: Name: Frances Lucas Title: Vice President for Student Affairs
Institution: Baldwin-Wallace College
Address: 275 Eastland Road, Berea, OH 44017
Phone: 216/826-2111

Many middle managers are seeking ways to stay energized in jobs that they have had for more years than they originally planned. Decreasing geographical mobility, huge chief officer candidate pools, and growing numbers of student affairs professionals have decreased upward mobility for many. How can these people stay motivated and committed? Let us imagine ways to create the ideal work environment to encourage high productivity and satisfaction for today's middle manager.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

WOMEN AND THE CHIEF STUDENT AFFAIRS POSITION: IDENTIFYING THE ISSUES

COORDINATING
PRESENTER:

Name: Patricia Swatfager-Haney Title: President for Student Services
Institution: Santa Clara University
Address: Benson Center 213, Santa Clara, CA 95053
Phone: (408) 554-4721

Special Assistant to the Vice

For Women Aspiring to the Chief Student Affairs Officer (CSAO) position as well as those who have attained it, there appears to be gender-unique personal, professional and political issues. The NASPA Women in Student Affairs Network has had as a goal to assist women aspiring to become CSAO. To achieve this goal the Network, in conjunction with the NASPA Division of Career Development and Professional Standards, conducted a survey to gather information on relevant issues and sponsored a Symposium for select women aspiring to the CSAO position.

During 1988-89, a survey was undertaken to solicit from Women in NASPA their thoughts regarding the perceived lack of movement of women into CSAO positions and their recommendations of issues of importance for the agenda for a national symposium. The results of the survey represent an 87% return rate with an N=85. Ninety-two percent of the respondents felt that female student development professionals were not moving into CSAO positions in proportion to the availability of qualified women. These respondents rated the following factors as holding women back (top five factors identified): discrimination (79%), personal life complications (71%), underdeveloped political skills (69%), inability to permeate/network (63%), and lack of breadth of experience (56%). They also ranked the following factors they felt would be most important to address during a national symposium for women aspiring to CSAO position (average rank of top five factors identified with 1.0 as being most important): underdeveloped political skills (2.86), discrimination (3.04), inability to permeate/network (3.07), lack of breadth of experience (3.15), and other (3.68). The factors rated high in both groups correspond with a discrepancy being that respondents felt that "personal life complications" was a factor holding women back, whereas they did not identify that as one of the top factors which should be discussed at the symposium.

The first NASPA Symposium for Women Aspiring to the Chief Student Affairs Officer position was held on November 16-17, 1989 in Kansas City, Kansas. A distinguished, diverse group of twenty participants, eleven consultants, and three other attendees were present. The Symposium featured three plenary sessions on: global and national issues, student affairs issues, and personal advancement issues. These large group sessions were alternated with small group discussion sessions. Opportunities for personal networking and informal discussions were available along with socializing. The Symposium evaluations, personal comments, and follow-up letters attested to the success of the Symposium and its importance as a personal and professional development experience to the attendees. NASPA plans to offer a similar Symposium in the Fall of 1990.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

NASPA Standards of Professional Practice:
An Open Hearing

**COORDINATING
PRESENTER:**

Name: Lewis G. John Title: Dean of Students
Institution: Washington and Lee University
Address: Lexington, Virginia 24450
Phone: 703-463-8751

The current NASPA Standards of Professional Practice were endorsed in February 1983 by the Board of Directors on behalf of the Association. The Policy Issues Task Force under Chair Thomas E. Miller reviewed the Standards last year; it found them to be "woefully inadequate" and recommended that they be rewritten. The NASPA Board of Directors asked the Division of Career Development and Professional Standards to undertake a study of those standards and to submit as soon as possible a draft revision for Board consideration.

A committee of the division has solicited recommendations from Board members and from other NASPA leaders. It has studied similar statements of other associations, most specifically the ACPA Statement of Ethical Principles and Standards, and the AAUA Professional Standards for Administrators in Higher Education. The decision of the NASPA Board has been to revise the current Standards rather than to adapt the statements of other associations or to work toward an inter-associational statement at this time.

A first draft of the revised Standards is being presented to the Board of Directors on March 12 and to the membership of NASPA at this open hearing on March 16. Following these discussions, the CD&PS committee will prepare a revised draft for the consideration of the Board at its summer meeting. Because the Standards are a statement promulgated on behalf of the Association, membership input and guidance are particularly important. The Division encourages comments and suggestions on the current Standards and on the proposed revisions at any time prior to April 15.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE Is Our Profession Ready for Accreditation of Preparation Programs

COORDINATING PRESENTER: Name: Larry H. Ebbers Title: Department Chair and Professor
Institution: Iowa State University
Address: N243 Lagomarcino Hall, Ames, Iowa 50011
Phone: 515-294-4143

Results were presented of a comprehensive study regarding attitudes toward the status of and accreditation of student affairs/higher education preparation programs. Respondents included chairs or program leaders of preparation programs, chief student affairs officers (CSAOs), and deans of education from the institutions that offer these graduate programs.

Surveys were mailed to the three targeted respondents at 160 institutions. Several respondents reported that their institution did not offer such a program, although that opinion was not consistent among the three respondents at some institutions. Of those responding institutions the size of the graduate programs varied from 5 to 165 students per institution.

Attitudes that respondents expressed toward the status of the preparation programs and as to whether or not the programs should be accredited were reported. Respondents' attitudes regarding existing and potential accrediting organizations of student affairs/higher education preparation programs were also discussed.

Preliminary results indicate that respondents were in favor of accrediting preparation programs with the chief student affairs officers being more in favor than the deans of education or the program leaders. The deans were least supportive of additional accreditation procedures. Final results of this study will be furnished upon request.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE Dysfunction in the Workplace

COORDINATING PRESENTER: Name: Robert J. Naples Title: Associate Vice President for Student Affairs
Institution: California State Polytechnic University, Pomona
Address: 3801 West Temple Avenue, Pomona, CA 91768
Phone: (714) 869-3358

DYSFUNCTION IN THE WORKPLACE

"Dysfunctional" is destined to be one of the buzz words for the 1990's. Recent statistics claim that between 80% and 95% of us grew up in dysfunctional families, that is, families lacking a healthy amount and quality of love guidance and other crucial nurturing. Adult Children of Alcoholics, Adult Children from abused families, and those who work with and care about them will find these patterns of behavior and communicating very familiar. Unresolved personal dilemmas will spill over into the workplace creating problems with issues such as conflict, communication, and control.

It is important to first examine a well functioning family and how they accomplish their tasks before dissecting the differing dysfunctional families with their characteristics. Not all people who grew up in dysfunctional families experience the same emotions or behaviors. The emotions of the family run the gamut from anxiety, to withdrawal, to rebellious. The behaviors range from addictive, to co-dependence, to mental illness. As children, their roles may have been as hero/models, trouble maker/scapegoats, mascot/clowns, or even as lost children. As adults without awareness, these "children" continue to seek rewards, attention, and gratification as they once did in their family. Survivors of these families will continue to play out their assigned "role" once they leave for school, work and relationships. This results in maladaptive behavior.

Many Student Affairs professionals would be surprised to know that such a large percentage of both students and staff with whom they have daily contact come from dysfunctional families. The patterns of communication and interaction in these families are often either enmeshed or diffused. As we cannot separate the personal life from the professional life, this presentation attempts to build bridges from maladaptive processes to cooperative, healthy relationships.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE

THE ROAR EFFECT: FORMALIZING STUDENT SUCCESS

**COORDINATING
PRESENTER:**

Name: Dr. Mary Misegadis Title: Dean of Student Affairs
Institution: Barton County Community College
Address: Rural Route 3, Great Bend, KS 67530
Phone: (316) 792-2701, Extension 226

Recruitment, Orientation, Assessment, and Retention multiplied by student/faculty interaction leads to successful student retention and individual achievement. Barton County Community College through a cooperative effort of Academic and Student Affairs assures all students accomplish personal goals. The effort begins with recruitment, followed by assessment and orientation. Retention based upon successful completion of individual goals for full time students stands at 93 percent currently. The rewards of the ROAR effort offsets the program cost. This cost-efficient program requires \$8.00 per student.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE Acquaintance Rape Education: Students Take the Leading Role

COORDINATING PRESENTER: Name: Carolyn Sovet Title: Acting Assistant Director
Institution: University of Rhode Island
Address: P.O. Box 626, West Kingston, RI 02892
Phone: (401) 783-9165

Sexual assault and acquaintance rape educators on college campuses throughout the country have long been looking for a way to get their messages across to the college student population. The most effective way, we believe, is through peer education.

Student actors from the University of Rhode Island Educational Theatre Company were involved in two acquaintance rape education programs last year which ignited an overwhelming interest in the issues of sexual assault leading to a continued dialogue on campus in our campus newspaper, radio station, and debates in the classroom. The programs were a mock acquaintance rape trial On Trial: Date Rape and the second was A Question of Rape, three scenes depicting sexual assault situations.

Our program will outline the steps we took to produce these programs which included: writing press releases, program design, stage managing, house management, recruiting student organizations and university administrators to participate in the programs, recruiting resource counselors, attorneys, a judge, and panel participants, and educating the cast on issues of acquaintance rape.

Guidelines for adapting similar programs on other campuses including time-table, cost, and outcome along with a summary of reactions by students who participated in the programs will be provided. Selected segments from these programs on video tape will be shown to illustrate how students were successful in their educational efforts.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE

Discovering Practical Methods of AIDS Education

COORDINATING PRESENTER: Name: Lynn Marie Dodge Title: Residence Coordinator
Institution: University of North Carolina at Charlotte
Address: Residence Life Office, UNCCharlotte, Charlotte, NC 28223
Phone: (704) 547-2746

Target Audience:

Enthusiastic administrators committed to AIDS education, with minuscule budgets, apathetic students and running low on creative juices.

Primary Objective:

To examine ten practical steps to organizing and implementing AIDS education programming on campus that will be attended by students.

Secondary Objective:

To uncover methods of utilizing available campus and community resources to their full advantage.

Tertiary Objective:

To provide a forum for professionals with varying backgrounds to interact and exchange ideas.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE

The Willingness of College Women To Speak Out On Issues

COORDINATING PRESENTER: Name: Kimberly Leisey Title: Assistant Dean of Residence Education
Institution: Butler University
Address: 4600 Sunset Ave Student Affairs Office
Phone: 317-283-9570 Indianapolis, Indiana 46208

Today's college women appear to be silent or passive in confronting issues that affect them. The purpose of this program is to identify, based on research from three diverse colleges, the issues that face women students, their attitudes, and their willingness to speak out on these issues. Objectives are to raise the level of awareness of student affairs professionals about women's issues and to discuss possible forums for colleges to better serve and educate women students.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Student Conduct: In Whose Interest?

**COORDINATING
PRESENTER:**

Name: Art Farmer Title: Associate Dean of Students

Institution: Northern Arizona University

Address: P. O. Box 6015 Flagstaff, Arizona 86001

Phone: 602/523-5181

Administrators, responsible for student conduct on college campuses, exercise a great deal of discretion related to student conduct procedures. In most cases, these administrators select the conduct cases to be dealt with, they determine if violations of the "Code of Conduct" have actually occurred, and they decide the appropriate sanctions for these violations. In many student conduct models, these discretionary decisions rest with one individual or a particular office staff. For the most part, the campus community does not know what conduct violations occur on campus, they are not consulted throughout the conduct process, nor are they told about the outcomes of these cases. Very rarely is the campus community consulted to assess whether the decisions being made are compatible with their expectations.

This program suggests that we have created and have maintained an isolated system for processing student conduct issues on our campus. We have done an inadequate job of determining if our decisions, related to student conduct, meet the expectations of the campus community we represent. Discussion will relate to assessing the "campus interest" in an effort to help student affairs professionals understand the expectations held by the campus community regarding student conduct issues. The advantages and the disadvantages of a more open student conduct model will be explored.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE Student Development in China: Similarities, Contrasts & Contradictions

COORDINATING PRESENTER: Name: Linda Kuk Title: V.P. Student Affairs
Institution: State University College at Cortland
Address: PO Box 2000, Cortland, NY 13045
Phone: (607) 753-4721

Higher education in China is an institution of mystery and contrasts, yet reflects many striking similarities to an American system. Recent tragic and horrifying events, perpetuated by the Chinese government against students, have left American educators stunned.

This presentation will share insights and impressions resulting from a student affairs administrative exchange with two Beijing institutions the two weeks preceding the Tiananmen Square incident.

Utilizing a slide presentation, a panel consisting of two members of the exchange delegation and a Chinese-American student affairs practitioner will discuss the issues of student development in China. They will provide insights on attitudes and behaviors of Chinese students regarding late-adolescence concerns (ie., sexuality, relationships, careers, family, alcohol, etc.). They will discuss the perceived role of the Chinese college in the development of students and the state of student development practice prior to the Tiananmen Square incident.

The presentation will reflect on the climate and attitudes of students, administrators and faculty leading up to the Tiananmen Square incident and will speculate on the fate of student development efforts in China in the future.

Can we in student affairs ever build strong relations after the tragedy of Tiananmen? What type of system would allow this to happen and why?

Discussion of these important questions will be encouraged in order to enhance our discovery of China and its people as well as assist us in dealing with our own perceptions and feelings concerning the recent tragedy. Without such a dialogue, we can never begin to imagine a global community or develop an international perspective on student development.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

VOLUNTEERISM - STUDENTS DISCOVER UNEXPLORED VALUES

**COORDINATING
PRESENTER:**

Name: Alice Sivulich Title: Director of Programs & Activities
Institution: Duquesne University
Address: 305 Duquesne Union, Pittsburgh, PA 15282
Phone: 434-5853

This idea break shares information on a unique campus volunteer program which confronts the growing contemporary issue of society's needs and helps students discover unexplored values. The issues addressed are:

1. Our responsibility as educators to respond to the needs of society by teaching values at our colleges and universities.
2. The teaching of values through the direct experience of volunteer work.
3. Putting the service component of a Catholic university's mission and goals statement into direct action through volunteerism.

The idea break relates to the "Discover" segment of the NASPA program criteria in that participants:

1. Discover an innovative solution to values development in students.
2. Discover how a student life division is challenging the entire campus from students to academic colleagues to address the moral dilemma of the gap between the "haves" and "have nots" in society.

The intended result of this presentation is to demonstrate that higher education can no longer take place in an "ivory tower" but that it must discover ways to incorporate the needs of society in campus life and the curriculum, and challenge students to discover unexplored values by responding to society's needs.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Coordinated Human Development Programming: Imagining and Discovering Our Potential

**COORDINATING
PRESENTER:**

Name: Roger B. Ludeman Title: Assistant Chancellor for Student Affairs
Institution: University of Wisconsin-Whitewater
Address: Whitewater, WI 53190
Phone: 414-472-1051

Today's campus culture often is characterized as being long on ideas and short on resources, planning and common purpose. Any or all of these conditions can create a strained ethics climate for staff and students as we attempt to use our limited resources most effectively. Should we expect our staff to be committed to seeking the highest good? Should we help students make wise decisions? Shouldn't those of us in Student Affairs take the lead and set a good example for the rest of the institution to follow? The program will describe a process used at two institutions to answer those questions and to define a common theoretical base for all developmental programming for students and how to apply resources cooperatively and judiciously.

At each institution, a Division committee was appointed by the Chief of Student Affairs Officer to study the need for a common theoretical basis for all student development programming. The group also was asked to consider cooperative programming and use of staff resources in a cooperative fashion so as to reduce duplication of effort. Enhanced communication about student development and Division activities was another process goal. This effort on the part of this committee has exceeded everyone's expectations. In addition to developing a common student development programming model, the committee has published a pamphlet that describes all student programming available on campus. It also has pieced together the framework for a computerized Division resource library and plans to promote student development as a campus-wide responsibility.

An experiential process was used to bring this newly appointed group together as a team and a family. This was a critical step early in the group's life. This program will describe some of those techniques. Copies of the student development theory and its model diagram will be available as handouts as will other examples of materials developed by the committee.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE Promoting Creativity Through Student Publications

COORDINATING PRESENTER: Name: Hal Reynolds Title: Component Manager
Institution: University of California at Berkeley
Address: 102 Sproul Hall, U.C.Berkeley, CA 94720
Phone: (415) 642-6772

The University Chancellor's Office, the Office of Student Activities & Services, and Student Government combine staff, funds, and other resources to promote student publications on campus. A Chancellor's Student Publications Committee awards grants to eligible new (and some continuing) publications. A Student Government Minigrants Committee awards funding to on-going eligible publications. And combined efforts of the three above-mentioned offices concentrate on orienting new students about participation in publications, training students in publication skills, and promoting networking among students from different publications. The result of all of the above is a network and support system designed to give students plentiful opportunity to produce student publications, thereby stimulating through extra-curricular activities skills such as writing, editing, artwork, advertising, team work, and the like.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE Campus 2001: Futuristic Visions as Telepathically Received

COORDINATING PRESENTER: Name: Robert Hemphill Title: Residence Director
Institution: New School for Social Research
Address: 135 East 12th Street, New York, NY 10003
Phone: (212) 598-4167

Bringing students and services together is perhaps the greatest challenge for both residence life and student service administrators. This presentation addresses the mutual benefits of working cooperatively among student affairs departments to provide services via satellite offices in the residence halls.

This presentation will discuss how to find office space without affecting residence hall revenues, how to use this concept to decrease workloads, the costs and benefits of satellite offices, determining which services are well-suited for this approach, and marketing suggestions on how to approach another department.

The ideas presented in this program are based on successful cooperative programs currently being implemented at a large mid-western public university and a small eastern private university.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Successful Strategies for Recruiting Minority Resident Assistants

**COORDINATING
PRESENTER:**

Name: Ms. Kate Linder Title: Assistant Director of Residence Life
Institution: Indiana University of Pennsylvania
Address: G-14 Sutton Hall, IUP, Indiana, PA 15705
Phone: 412-357-2698

Indiana University of Pennsylvania (IUP) is a state supported institution located in a rural setting approximately 50 miles east of Pittsburgh. The University has an enrollment of 13,000 students with a population of approximately 4,000 men and women living in the residence halls on campus. Approximately 6% of the students attending IUP (based on 1988-89 figures) are racial and ethnic minorities.

This "idea break" will share successful recruitment strategies utilized at IUP between September 1987 and September 1989 which resulted in a 17% increase in the percentage of African-American and international Resident Assistants. Topics addressed will include: developing trust within the African-American and international population, initiating and maintaining a strong positive relationship with minority students, implementing Affirmative Action measures rather than quotas, communicating specifically to racial and ethnic minority populations, minimizing biases in the selection process, and responding to RA/staff concerns at the dramatic increase of minority paraprofessionals. Participants will be invited to share recruitment strategies that are utilized at their institutions.

"Successful Strategies for Recruiting Minority Resident Assistants" is designed to allow participants to DISCOVER ways to enhance the paraprofessional recruitment strategies at their institutions. The program will detail strategies that my colleagues and I have developed and implemented since I began coordinating the RA selection program at IUP in 1987. The format for this idea break will be a brief verbal presentation, sharing of relevant written materials, and a discussion period.

The purpose of "Successful Strategies for Recruiting Minority Resident Assistants" is to share ideas, generate discussion, and provoke thoughts that may lead participants to consider new or revised recruitment strategies.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE Responding to Ethical Issues and Creating an Ethical Climate

COORDINATING PRESENTER: Name: Scott T. Rickard Title: Associate Dean, Arts & Sciences
Institution: University of Maryland Baltimore County
Address: 5401 Wilkens Avenue, Baltimore, MD 21228
Phone: (301) 455-3181

The session will address ethical issues and leadership practices based on a national study of effective leaders in the profession. Over 190 peer-nominated leaders responded to questions concerning ethical issues and ways of helping improve the ethical climate on campus. Issues and approaches identified by the leaders will be addressed within a framework of various models of moral and ethical decision-making. The highly interactive session will also utilize case studies and questionnaires. The session is designed to maximize audience participation in order for professionals to discover through analysis and practical application, effective leadership strategies in the student affairs field.

Participants will be expected to achieve the following:

1. Be more informed about the range of ethical issues facing professionals in various positions in student affairs.
2. Be more informed about approaches to improve the ethical climate on campus.
3. Be aware of personal values and ethics and their impact on students.
4. Be knowledgeable of decision-making models and how they can be applied in problem-solving processes, particularly when challenged with critical issues on campus.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE PARTNERSHIPS TO THE FUTURE: MINORITY OUTREACH PROGRAMS

COORDINATING PRESENTER: Name: Richard J. Correnti Title: Vice President, Student Affairs
Institution: Florida International University
Address: University Park, PC 524, Miami, FL 33199
Phone: 305 348-2797

This program presents a cross section of minority outreach partnership programs presently underway at Florida International University, the University of Arizona and California State University at Los Angeles---three institutions uniquely qualified to discuss their programs as a result of their respective geographical locations and ethnic composition. Each is in a large metropolitan area with minority populations which reflect some variation of the national population a quarter of a century from now.

On each of the campuses partnerships have been developed in cooperation with public schools, educational and/or community service organizations for junior high and high school students. Programs employ a variety of strategies for promoting higher education to minority youth, and influencing educational values and attitudes at an early age. Emphasis is placed on the economic and social benefits of a university education, admissions and financial aid requirements, scholarship opportunities and special programs of academic assistance and services.

Presenters will share their programs and experiences with attenders, solicit ideas and promote discussion of this most important topic. Desired learning outcomes include the development of similar or improved programs in all institutions.

Presenters: Richard J. Correnti,
Vice President for Student Affairs
Florida International University

Arnetta Rozalia Davis, Asst. to
Vice President for Student Affairs
Florida International University

Manuel Escamilla, Assistant
Vice President, Student Affairs
University of Arizona

George D. Taylor
Vice President for Student Affairs
California State University - Los Angeles

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Thinking About Excellence in Educational Programs

COORDINATING PRESENTER:

Name: Karl L. Schilling Title: Associate Dean/Western College Program
Institution: Miami University
Address: Oxford, Ohio 45056
Phone: 513/529-2233

The notion of excellence has been very popular in the business world and in the popular press during the past few years. However, much of the material has limitations when it is imported from the business context into the academic realm. The development of a model for excellence which originates from the academic context is very important because it comes in language which is congruent with the norms of the academe. Particularly within the student affairs realm it is useful to have a non-competitive model with the ability to value the less tangible "product" which is our goal. Discovering new ways to think about excellence therefore seem very important for student affairs professionals at this time of accountability pressures from state legislatures and the general public.

Drawing upon the results from a two-year FIPSE funded project of the Ohio Board of Regents, a model for thinking about excellence within the academic context will be presented. In 1988, the Ohio Board of Regents formed a state-wide committee to review the results of six years of the Ohio Program Excellence Competition. After reviewing the protocols (including both self-studies and external consultants reports) of numerous programs, the committee developed a three-dimensional model (program resources, program characteristics, program context) for understanding excellence and then created a process for using this model to assist programs in enhancing their quality. While the model was originally developed from academic programs for use with academic programs, the concepts which the committee developed and the process should prove to be very useful to student affairs programs as well.

The presenter has been an active participant on the state panel and has contributed several key notions particularly those which have kept the student experience at the center of the definition of excellence. As Associate Dean of a residential college the presenter has responsibilities for both the academic and residential experiences of the students enrolled in the college.

Using extensive handouts and overheads, the presenter will make a concise 30-40 minute interactive lecture presentation (including the assembly of three dimensional models by the audience) of the model followed by a discussion of applying the model within various contexts.

Participants should leave the session with some new ways of thinking about excellence within the academic context and with a model for self-reflection/evaluation which could lead to changes which will improve the quality of the program in which they work. They will have a variety of handouts which will assist them in retaining the ideas as well as references for follow-up if they are interested in directly implementing the process.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Curriculum becomes Cocurricular: The Case Study Tournament Model for Collaboration

**COORDINATING
PRESENTER:**

Name: Gerald Rinehart Title: Director, Undergraduate Studies
Institution: Carlson School of Management, University of Minnesota
Address: 290 Humphrey Center, 271 19th Ave S, Mpls., MN, 55455
Phone: (612) 624-2542

The faculty and student affairs staff at the University of Minnesota's Carlson School of Management confront a challenge common to many of the nation's business schools--insuring that the school's graduates possess the leadership and interpersonal communication skills desired by prospective employers.

To address these concerns, over the past eight years the school has added courses in writing and interpersonal communication and has increased its basic liberal arts requirements. An effort has been made to admit students whose experiences and educational records suggest they have these characteristics or the potential for their development. These changes have produced a positive result.

Admitting the right students and presenting the right curriculum, however, are not enough: the manner in which the learners become involved in learning is key. We have found that student affairs staff can play a critical role in facilitating this interaction.

Building on the competitive nature of business students, student affairs personnel and faculty collaborated to create a case study tournament in conjunction with the school's senior "capstone" course. The course uses case studies to hone student skills in analyzing and developing business policy and strategy. The tournament provided an opportunity for teams of top students who took the course to go "head-to-head" in analyzing a specially selected business case study.

As the project took on life, student organizations volunteered to raise money for prizes and to help with many support needs. Alumni became eager coaches. Business leaders served as judges. Parents and families of students attended the tournament and came away with a better understanding of the education their children had gained.

After two weeks of coaching (which included videotaped practice presentations), student case study teams were ensconced in hotel rooms where they confronted a real-world case. Taking on the roles of executive consultants, they developed written and oral presentations outlining their recommendations to the CEO. With cameras rolling, the teams responded to hard-hitting questions posed by faculty and high level executives serving as judges.

At the end of the two weeks which culminated in the tournament presentations, the participants expressed increased confidence in their abilities and a closer attachment to the school.

Student populations, as a whole, were impacted in two additional ways. Premanagement students and juniors were provided with student role models and a chance to see what they should be able to do at the end of the curriculum. In addition, the tournament engendered pride in the school. News releases, a major awards ceremony, and the presence of business leaders all focused student attention on the importance of the education they were receiving.

Presenters will describe the development of the program and will outline student outcomes of the initial and a second and larger tournament to be held winter 1990. They will also discuss the roles taken by student affairs staff, faculty and others, and the overall impact the program had on the status of student affairs in this research-oriented environment. Finally, specific skills exercised by students during the tournament will be tied to a set of qualities identified by business executives as necessary for professional advancement.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Activism in the '90's: Discovering (and Re-Discovering) Responses

**COORDINATING
PRESENTER:**

Name: William Weitzer Title: Assistant Vice Chancellor for Student Affairs
Institution: University of Massachusetts - Amherst
Address: 319 Whitmore, Amherst, MA 01003
Phone: (413) 545-2300

The University of Massachusetts at Amherst has experienced student activism at an increasing rate over the last three years. This activism has manifested itself in a range of conflicts: the invitation of controversial speakers to the campus with the formation of groups for and against the speakers; conflict between liberal and conservative groups that have resulted in altercations; and demonstrations, such as those against CIA recruiting and Department of Defense research grants, that have led to building occupations.

Our Student Affairs professionals have been in the midst of all of these conflicts, responding as best they could, creating strategies as problems arose. We have also engaged in careful analyses of these incidents in an effort to design proactive strategies for addressing the activism that is bound to continue into the 1990's. These strategies include educational, administrative and policy-based responses.

At the forefront of our educational efforts is our commitment to raise our students' awareness of these issues and of opportunities to express points of view in a safe and civil environment. Staff training and development, student advising and program support, and leadership development activities sponsored in the residence halls and throughout the campus contribute to this effort. Campus-wide efforts focus on the provision of public opportunities to voice dissent, for example, a debate format called Kaleidoscope.

Administrative responses include an examination of the way we respond to demonstrations with an eye towards increased consistency, improved communications, and reduced likelihood of arrests. Another effort focuses on how groups (as opposed to individuals) can be held responsible for inappropriate behavior. In addition, our responses include strategies for maintaining accessibility to top level administrators.

To back up our educational and administrative responses, we have looked at existing policy (e.g., Code of Student Conduct, Picketing Code) and instituted changes where appropriate. A new policy we have instituted establishes a means of evaluating the "time, place and manner" of proposed controversial speakers. Further efforts involve the improvement of our on-call, adjudication and incident documentation systems.

At the University of Massachusetts at Amherst, we have clearly had our share of campus activism and, as a result, have much to share with our colleagues. It is, however, our efforts to plan for future activism that we intend to present to our colleagues so that they, too, can be planning for the activism of the '90's.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

"ONE-ON-ONE" - Personalizing the Freshman Experience

COORDINATING
PRESENTER:

Name: Renee Barnett Title: Assistant Dean of Students
Institution: University of New Mexico
Address: Office of the Dean of Students, Student Services Ctr., Abq., NM 87131
Phone: (505) 277-3361

In its second year at the University of New Mexico, this unique "mentoring-style" program is designed to personalize the university and increase retention of freshmen students as they enter a critical time in their college careers -- the first year on campus. Many freshmen students experience a sense of loneliness, distance, and even estrangement during the first few months on campus, particularly with staff, faculty and administrators. Although many will form relationships with peers, they may not interact with faculty or staff members outside of formal situations.

The freshman year is one of the most challenging years for any student making the transition into a university. These students must have the necessary and essential support from faculty, staff and administrators who are responsive to their needs and are willing to provide them with the programs and services that positively impact their success during the first year.

Broad themes of academic boredom, uncertainty about what to study, transition and adjustment problems, unrealistic and limited expectations about college, and lack of academic preparation, are just a few of the general reasons, causes, and factors contributing to the attrition of freshmen. External and internal positive and negative forces are facing the first year student during a critical period of their lives - major changes from psychological to social to personal and emotional aspects of merely growing up. A partnership venture that fosters an academic and student affairs collaboration will ultimately affect the student in a positive and powerful way, as well as promote greater relations between the academic and student affairs bodies within the university.

The "ONE-ON-ONE" Program is designed to assist these students in developing a positive and personal relationship with the University community through informal but purposeful interactions with University staff, faculty and administrators who are familiar with the campus and willing to "lend an ear" when needed. Students are matched with University volunteers (faculty, staff, administrators) who assist in guiding the student through the first year of college. Results and research of its first year will be presented, in addition to exciting new components for the academic year.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE

SOLUTIONS TO THE PROBLEM OF SEXUAL ASSAULT ON CAMPUS

**COORDINATING
PRESENTER:**

Name: Gail Abarbanel Title: Director, Rape Treatment Center
Institution: Rape Treatment Center, Santa Monica Hospital
Address: 1250 Sixteenth Street, Santa Monica, CA 90404
Phone: (213) 319-4503

1. CONTENT OF THE PROGRAM/PRESENTATION

The presenters describe effective policies and programs that enable colleges and universities to reduce the incidence of sexual assault on campus and respond effectively to students who are victimized. They discuss patterns of rape on college campuses; the similarities and differences between stranger and acquaintance rape; examples of recent cases; the impact of these crimes on college age victims; the growing legal responsibility and potential liability of colleges; and cost effective programs and procedures that some schools have implemented to respond to the campus rape crisis. A videotape interview with a victim and an innovative student information campaign designed to teach prevention techniques are presented. In addition, the speakers set forth ten specific recommendations for mounting an effective campaign against sexual assaults on campus, including:

Instituting comprehensive, campuswide educational programs for students, faculty, and staff.

Developing written policy statements for distribution to every student defining stranger and acquaintance rape and emphasizing that these crimes will not be tolerated on campus.

Revising student conduct codes to specifically prohibit rape and include certain rights and protections for victims in administrative proceedings.

Establishing effective programs to assist students who are victimized.

Adopting procedures that encourage victims to report sexual assaults.

Managing information about crimes that occur on campus.

Implementing security measures to reduce the likelihood of sexual assaults.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

The Involving College Inventory: A Guide for Auditing
Campus Environments

**COORDINATING
PRESENTER:**

Name: George D. Kuh Title: Professor of Higher Education
Institution: Indiana University - Bloomington
Address: 226 Education Building, Bloomington, IN 47405
Phone: 812-855-0175

The purposes of this session are: (a) to describe The Involving College Inventory (ICI), and (b) how the ICI can be used to "audit" or identify areas of campus life that promote student involvement in high quality out-of-class activities as well as aspects about student life that warrant attention.

The Involving College Inventory is a formative, institutional self-study guide designed to determine how institutional mission, environments, culture, policies, and practices work together to encourage students to use institutional resources in ways that complement the educational purposes of the institution. The ICI was developed as part of the College Experiences Study, a year-long study of 14 four-year colleges and universities known to offer high quality out-of-class experiences.

In the first part of the session, the ICI will be described and examples will be given for how the Inventory has been used in different types of institutions. In the second part of the session, two chief student affairs officers will discuss the implications for conducting an audit of their campus using the ICI as a framework. Also, suggestions for how results from campus audits using the Inventory can shape the agenda of the student affairs division will be offered.

Because patterns of involvement in learning activities, both in and out of class, are diverse, the ICI can be adapted to appropriately reflect an institution's mission and purposes, culture, and student body. Special attention will be given to the benefits of campus audits as well as the advantages and disadvantages of using an external resource team to conduct the audit. In the remaining time, participants will be encouraged to raise questions about how the Inventory and other approaches to auditing campus environments can be used to enhance the quality of student learning opportunities.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

ASSESSING THE LINKS AMONG DRUGS, ALCOHOL, AND CAMPUS CRIME

**COORDINATING
PRESENTER:**

Name: Jan Sherrill Title: Asst. Vice Pres. for Student Services & Director, Center for the Study & Prev. of Campus Violence
Institution: Towson State University
Address: Towson, Maryland 21204
Phone: 301/830-2178

The results of a year-long study, funded by the National Institute of Justice, will be presented. 6,000 students randomly-selected from across the country were anonymously surveyed to ascertain what, if any, linkage exists among alcohol, other drugs, and campus crime.

Questions touched on both the victim's and perpetrator's use immediately prior to commission of the crime, whether or not obtaining drugs or controlling drug territory, was a motivating factor, as well as other issues pertinent to acts of violence. The connection between drugs and sex-related violence was also explored.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE Discovering and Developing Innovative Technological Applications in Student Affairs

COORDINATING PRESENTER: Name: Barry MacDougall Title: Systems/Operations Coordinator
Institution: University of Michigan -- Student Information Services
Address: 3000 Michigan Union Ann Arbor, MI 48109
Phone: (313) 764-6290

This program through the use of lecture, video presentation, and demonstration stresses the practical side of these applications and shows how current and future problems in student affairs can be solved through the use of technological applications. As we are increasingly aware, we cannot ignore the explosive technological advances happening around us. It is time that we begin to take full advantage of these developments not only in our role as administrators, but also in our role as student development educators. Technology cannot be ignored as a powerful tool to enhance student development.

The presenters are practitioners who are concerned with and knowledgeable about end-user results. All three presenters are involved in student development projects which utilize technology.

We begin by giving a brief history of how the University of Michigan arrived at using technology to meet students' needs, thereby laying the groundwork of a model for you to follow in order to gain your own institutional support for technology. Included in this brief synopsis is a video presentation that is shown to new students during orientation which explains the various computer resources available on campus.

Following the video is a demonstration and explanation of several applications that are currently in use at U-M:

- 1) Student orientation leaders actively use computers as a staff communication, evaluation, and management tool, as well as help acquaint new students to computer resources during the 3-day orientation sessions. Highlights of this discussion include electronic messaging and conferencing, and computerized feedback and evaluations.
- 2) ResComp (Residence Halls Computing Program) is a program to increase students' learning and self-discovery through the use of computers in the residence halls. Peer Trainers in each hall are trained to help students become comfortable in their use of computers. Computer clusters in each hall provide convenient access and play a vital part in this program's success.
- 3) There are a variety of on-line informational applications available to all of the University's community including: a) UM-CIC, a database which contains both University and city events and is available to anyone with access to a mainframe connected computer; b) UM-UHS-INFO a query system that allows users to ask health questions confidentially and receive answers from health professionals at the University Health Service. Edited questions are also displayed anonymously in the UHS:GoodHealth conference; c) Info to Go, a computerized student handbook covering everything from support services to the best restaurants in town; and d) MIRLYN (Michigan Research Library Network), a computerized card catalogue system.

In addition to a description of the applications, research data are included. Both entering and current residence students at the University of Michigan have been surveyed since 1985 to determine their expectations and the impact of information technology on student life. Some of the results and trends are shared.

This presentation fulfills the following goals: 1) shows actual applications that you can use at your institution or adapt to meet your needs, 2) demonstrates the positive effects of such applications on student development and the student affairs profession, and 3) provides you with a model and justification to gain technological support at your own institution.

PROGRAM ABSTRACT

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| TITLE | Student Community Service of the Future: Imagine Student Affairs' Role |
|--------------|--|

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|--------------------------------|--------------------------------------|--------------------------------|
| COORDINATING PRESENTER: | Name: Rand Link | Title: Dean of Student Affairs |
| | Institution: Sonoma State University | |
| | Address: Rohnert Park, CA 94928 | |
| | Phone: (707) 664-2838 | |

Student community service will be a crucial and visible issue for American higher education in the 1990's and beyond. The United States Congress, various state legislatures, and a host of professional organizations have been exploring the issue in recent years. The California State Assembly has mandated through the Human Corps Legislation that California State University and University of California undergraduates be strongly encouraged to provide thirty hours of community service work each academic year as a volunteer, for compensation, and/or for academic credit that provides the student with direct experience in responding to community needs.

In response to the Human Corps Legislation, every public university in California has developed a plan for the expansion of student community service into the 1990's. Each campus plan is unique, and on many campuses Student Affairs programs are playing a key role. The Systemwide California State University Human Corps Task Force addressed such issues as relationships to community agencies, academic credit, faculty workload, academic integrity, student diversity, student incentives, and required funding.

It is important for Student Affairs professionals and administrators to assess the role that they will play in facilitating student community service on their campuses. Student community service programs provide significant opportunities for collaboration with faculty and community agencies while fulfilling many important student development goals.

The two program presentors represent campuses where Student Affairs has taken a lead role in promoting and coordinating student community service. The two approaches have been quite different, however, to reflect the differing nature of the two universities. On one campus, the Student Life area has been the focus of effort, while on the other campus, the Career Development Center has been the point of initiative. The salient elements of these two program designs will be presented.

This program session will articulate the value of student community service and the importance of Student Affairs leadership in implementing effective programs. Various program models of enhancing student community service by Student Affairs will be discussed. Each participant will assess their own campus environment for the most useful approaches in promoting student community service.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

The 1984 Traverse City Student Services Statement Revisited

COORDINATING**PRESENTER:**

Name: Donald J. Slowinski Title: Dean of Students
Institution: Essex Community College
Address: 7201 Rossville Boulevard Baltimore, MD 21237
Phone: (301) 522-1227

Content: Throughout the past two decades, student development professionals have placed great importance on their leadership role in facilitating student development services as part of students' educational experiences. This challenge emphasizes collaboration with faculty and other campus educators to incorporate student development concepts into the college mission, academic program competencies (credit and non-credit), extra-curricular programs, and, ultimately, course objectives. The increase in the diversity of student populations and student needs and the resultant diversity of academic programs call for innovative and heightened efforts.

Relationship to Proposal Criteria: The 1989 Traverse City Statement reaffirms the philosophy and purpose of student development services in the two-year college, defines the major issues facing the profession, and reaches some consensus on an agenda for local and national action.

Background of Presenters: Each of the presenters participated in the preparation of the 1984 and 1989 statement. All three are professionals in the area with well over 15 years of experience in the student services area.

Methodology: A panel discussion format will be used with 20 minutes allowed for questions at the end of the presentation.

Intended results or desired learning outcomes: This program will allow student services professionals an opportunity to discuss and evaluate the functions of a model two-year college student personnel program. It will allow an opportunity for two and four-year professionals to reexamine priorities, college management and leadership roles and the future direction of the profession.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Contracting for Services - An Alternative Service Delivery Model

COORDINATING PRESENTER:

Name: Mark Bookman Title: Visting Scholar
Institution: University of Houston, Institute of Higher Education Law and Governance, Houston, TX 7720 4
Address: (713) 749-2557 or 580-3575

Colleges and universities have contracted for services throughout their history. Yet in the 1980s this mode of service delivery became one of the most bitterly debated topics on many campuses. The root of this debate is the thrust nationwide to privatize services traditionally performed "in-house". This past decade has seen an algebraic growth in the contracting of bookstores and food services, as well as many mini-mall operations (e.g. convenience stores, barber shops, travel centers, etc.).

Many traditionalists, including the presenters of this session, initially took the position that contracting for these and other services was a sign of administrative weakness. Yet experience has shown us that under certain circumstances contracting may be the best service delivery method for a campus.

This session will give an overview of contracting services on college campuses today. It will address the key policy issues involved in deciding whether to consider contracting a service, engaging in a bid/negotiation process and in managing a contracted service. The need to determine campus priorities and to balance service, price to the customer and financial return to the campus will also be reviewed.

There will be discussion of the potential effect of changes in tax laws and unfair competition statutes. Potential actions to contract a broad range of student service programs (e.g. Housing, Health Services, Counseling Services) will also be included.

The presenters have four decades of administrative experience. Fred Henderson (phone # 713-749-1245) is currently the Director of the University Center at the University of Houston. In this position he has had responsibility for the management of both contracted and self-operated units. Mark Bookman has been involved in this debate through-out his career. This past January he left his position as the Assistant Vice President of Student Affairs to write his first book, Contracting Collegiate Auxiliary Services. In addition to the above Coordinating Presenter data, those desiring information may contact: Mark Bookman, J.D., Education and Non-Profit Consulting, Inc., 1106 Terranova Lane, Houston TX, 77090.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE Affirming the Value of Student Activism

COORDINATING PRESENTER: Name: Hal Reynolds Title: Component Manager
Institution: University of California at Berkeley
Address: 102 Sproul Hall, U.C.Berkeley, CA 94720
Phone: (415) 642-6772

Universities have the alternative of affirming the value of student activism, not just in the past but also in the present. Traditionally, activism and the accompanying protests and demonstrations have been viewed by university administrators as primarily, if not solely, disruptive and negative. In contrast to this view stands the one that sees positive social and educational value in students becoming active around critical social issues such as war, civil rights, women's rights, apartheid, etc.

In the case of U.C.Berkeley, with a strong and continuing tradition of student activism, and with a student government that has institutionalized many aspects of that activism, and with an administration that is of an age to have been either activist or strongly influenced by activism (as opposed to earlier generations largely uninfluenced by such forces), it is not surprising then that cooperative efforts should take shape that strive to reinforce the values of student activism and the ethos of students working towards social improvement.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE Responding to the Response: Managing and Learning From Violent Events on Campus

COORDINATING PRESENTER: Name: J. Gregg Sanborn Title: Associate Vice President and Dean for Student Affairs
Institution: University of New Hampshire
Address: 102 Thompson Hall, Durham, NH 03824
Phone: 603-862-2053

The University of New Hampshire learned through experience during the 1986-87 academic year that college administrators and news bureaus may be able to say "no comment" to the media, but not to campus and community groups responding to violence on campus. This program will involve a presentation of UNH's response; our mistakes and the lessons we learned, and responses that were effective. Participants will learn about the "advisory group" that formed out of the powerful response to events of 1986-87 at UNH, and the Task Force that reviewed and completely revised the Judicial structure. Presenters will propose that the use of such groups provides benefits in terms of communication, good thinking about and critique of campus policies, support, candor, and programs and services to the campus community. The program will consist of a presentation and discussion.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE A Historical Prospective: How Racism Affects Black Women in Sports

COORDINATING PRESENTER: Name: Vivian L. Fuller, Ph.D. Title: Assoc. Dir./Intercollegiate Athletics
Institution: Indiana University of Pennsylvania
Address: 109D Memorial Fieldhouse, Indiana, PA 15705
Phone: 412-357-2751

Even though Black women have made significant contributions in intercollegiate athletics, this group is almost totally absent from the research literature, and rarely has racism and its affects been examined.

Many misconceptions surround the Black women in sports because there is very little research in general, and often the research ignores the significant contributions and experiences of these women.

There is increasing statistical evidence that minority students' academic success in college is linked to the emotional, social and academic support services as well as to positive campus environmental factors that encourage and challenge students to achieve. This phenomenon also applies to the Black Female women and their contributions to sports.

This presentation will examine the contributions of Black women in sports, athletic administration, athletic programs, mentoring, and the area of promotions and marketing. In addition, the presentation will offer recommendations and resources to assist institutions to be more supportive and create an awareness.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE The Concept of Balance: A Futuristic Perspective of Student Development

COORDINATING PRESENTER: Name: Dr. Dan Abrahamowicz Title: Dean of Students
Institution: The University of Toledo
Address: Toledo, Ohio 43606
Phone: 419 - 537-2256

As student affairs professionals prepare for the 21st century, they must understand whom they will be serving and how best to maximize educational opportunities and developmental impact. Foreign students, transfer students, older students, student athletes and other populations once taken for granted or virtually ignored have become pools of populations increasing in significance to institutions of higher education. Rather than serving a few, the colleges and universities of the future will serve the mass.

Considering the vast scope and diversity of the higher education enterprise of the future, what role is there for student development - the cardinal thesis of the student personnel profession? The various theories of student development have attempted to address the impact of the college experience on facets of personal development, but what meaning does this have for student affairs professionals in light of the demands and the pluralism of tomorrow?

In order to be accountable for student development and other positive student outcomes, the student affairs professional must consider both what the institution offers and what students do with these offerings. An interactive balance must be struck between student and institution. Further, an individualized, eclectic approach to student development which aids students in achieving balance in their own lives must be implemented.

This program will evoke some of the fundamental concerns of student affairs professionals who seek to apply the theoretical foundation of their profession in the increasingly complex and unstable milieu of today's and tomorrow's higher education. Additionally, other issues which will be addressed include:

1. The role of student development theory in the practice of the student affairs professional in a diverse, complex institution.
2. The responsibility of the student affairs professional in creating environments and programs which foster and promote student development.
3. The interface between student development theory and increasing pluralism and diversity.
4. The application of a creative approach to student development, the concept of balance, in the complex, diverse university of the future.

Other Program Presenters are Dr. Phil Whitner, The University of Toledo; Dr. Don Sanz, Appalachian State University; and Dr. David McIntire, University of Missouri, Columbia.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE From Powder Rolls to Power Roles: Empowering Women to Discover Their Leadership Potential

COORDINATING PRESENTER: Name: Catherine Mallett Title: Admissions Counselor
Institution: University of Montevallo
Address: Station 6030, Montevallo, Alabama 35115
Phone: (205)665-6041

To empower means to enable; to help individuals recognize their ability to do or act upon something. Traditionally, women have sought careers in education. Although they have always been given great responsibilities as teachers, they have not been "empowered" to discover their potential educational leadership abilities in proportion to those responsibilities. The purpose of this workshop is to demonstrate a process through which women in higher education can discover and develop leadership skills via a support group. Participants will observe how, if given a non-threatening environment, women can become empowered to live their professional dreams.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE **"COMBATING CAMPUS RACISM: A WORKING MODEL"**

COORDINATING PRESENTER: Thomas E. Wagner & Name: Mary Ellen Ashley Title: Sr. Vice Provost & Interim University Dean
Institution: University of Cincinnati
Address: 350 Tangeman University Center, ML #159, Cincinnati OH 45221-0159
Phone: (513) 556-6004

The recurrence of racial incidents on campus over the past two years prompted me to review the literature on institutional racism, organizational change, and the recruitment and retention of minority students. The literature contained common threads which I pulled together to form my working model, which attempts to move the institution into strategic planning to systematically combat racism on campus with an action plan to accomplish that goal.

The model calls for the following action throughout the institution and requires that action to be on-going at every level:

1. Demonstrate Institution-Wide Commitment
2. Increase the Hiring and Professional Development of Minority Faculty and Staff
3. Increase Access and Academic Support Systems for Minority Students
4. Infuse Campus Climate with Value for Diversity
5. Require Training for all in the Understanding of Other Cultures
6. Develop Multicultural Curriculum
7. Strengthen Local Community Linkages
8. Devise Intervention Strategies
9. Demand Accountability

In my presentation I will present my model with examples of the kinds of data gathered to date. I will show how any unit can assess itself, how the institution can proceed to institutional self study, how users can begin to evaluate results and how any group can put forth an ideal plan to guide their future actions. The remainder of the time will be devoted to discussion exploring issues of interest with the audience like where to get information, how to form action teams on their campus to compose a plan and how to frame recommendations to move the institution or unit from the current state to an ideal. Copies of the model complete with UC's inventory as well as blank formats for future use will be provided for each participant.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE

Remembering Our Roots: Influencing Factors in the Lives of CSAO's

**COORDINATING
PRESENTER:**

Name: Michael D. Coomes Title: Assistant Professor
Institution: Bowling Green State University
Address: 330 Education, Bowling Green, OH 43403-0240
Phone: (419)372-7382

During the life course of any applied field, an examination of the preparation of professional practitioners becomes an important means for understanding the state of the field's art, the roots from which it has grown, and the directions likely to emerge in the future. Throughout the history of student personnel services the power of certain individuals and personalities has been apparent. Names such as Bob Shaffer, Esther Lloyd-Jones, E. G. Williamson, Melvene D. Hardee, and Betty Greenleaf, stand in the minds, as well as hearts, of a host of current student affairs practitioners as they recall the content and spirit of their own professional development. These are individuals who have mentored a generation of professionals for the field, and whose character and style have left a legacy of ideas and values that have clearly shaped who we are and what we do. Who are these individuals and what did they have to say? Who were their students and what were the messages carried forward?

The purpose of this presentation is to trace the lineage of mentorship and personal influence among chief student affairs officers (CSAO). The ideas and values of current CSAO's are themselves, in many ways, products of their own education and experience. Among those who now serve as a CSAO, what individuals were significant to them in their professional development? What were they taught and what of importance was communicated to them? Where, in turn, did the mentors and advisors of these individuals work and study, and who taught them? Questions such as these will be addressed in response to a national survey of current chief student affairs officers. The data will be summarized with a focus on the individuals, themes, and ideas from two twenty-year periods: past (Era of Expansion, 1947-1967) and present (Era of Professionalization, 1967-1987). Implications will then be drawn for the future of student affairs work. A panel of chief student affairs officers and faculty from graduate preparation programs, representing a range of generational experiences, will respond to the findings while sharing some of their individual impressions about their respective periods of time. The patterns and paths of influence through individual characters, places, and ideas will be noted in the data.

This presentation will most likely appeal to current student affairs practitioners and faculty whose interests focus on the historical and futurist perspective conference themes. A sense of the history and foundations of the student affairs professions will be gained through an examination of its genealogy, as well as a clearer vision of the challenges it faces in shaping its future. Handouts and appropriate supportive materials will be provided.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE

DISCOVERING TESTING: You Can Teach Old Dogs New Tricks!

**COORDINATING
PRESENTER:**

Name: Sissy J. Whitlock Title: Coordinator of Testing Services
Institution: University of South Carolina
Address: 206 Russell House, Columbia, SC 29208
Phone: 803-777-2782

To facilitate the placement of students into the appropriate academic environment and improve student success and retention by pinpointing problem areas and providing the necessary remedial classes, colleges and universities are now implementing systems of placement testing. Yet, the issues of who should schedule and administer these tests and who should solve problems and disseminate information to students, parents and academic advisors continue to trouble student affairs administrators. This session will examine The University of South Carolina's solution to this problem. The actual administration process will be examined from the planning and implementation stages through the evaluation process.

Among the issues to be discussed are:

1. administration procedures of placement testing
2. benefits of placement testing being coordinated by the Division of Student Affairs
3. effecting a positive relationship between academic departments and student affairs
4. costs of the program
5. staff development and training.

Results from a January, 1990 survey of directors of testing at colleges and universities from across the United States regarding placement testing responsibility will be shared with participants.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Lessons From the 1960's for the 1990's

**COORDINATING
PRESENTER:**

Name: David Howison Title: Dean of Student Affairs
Institution: St. Lawrence University
Address: Canton, New York 13617
Phone: (315) 379-5311

Dr. Howison's dissertation, Attitudes Revealed by Student Newspaper Editorials at Five Liberal Arts Colleges, 1963 to 1973, Indiana University, 1977, surveyed the editorial commentary of five liberal arts college student newspapers to made judgments based on the content of these editorials about the attitudes held by students at the colleges from 1963 to 1973. The determination of student attitudes can add important information in evaluating possible causes of the political and social turmoil that characterized American colleges and universities during the 1960's and early 1970's. The research data on student attitudes focused on findings in the areas of university governance, national and international issues such as the Vietnam War, the civil rights movement, fraternity and sorority life, and campus lifestyles. Using the research data, David Howison, Dean of Student Affairs at St. Lawrence University and Louis Saltrelli, Dean of Student Affairs at Stonehill College defined eight lessons learned from the 1960's and suggested how the lessons can be applied to student affairs administration in the 1990's. The Eight Lessons:

- A university governance system that is not responsive to student needs will be challenged. In the 1990's the challenges will be more focused and sophisticated than the student protests of the 1960's.
- Colleges are instruments of social change. In the 1990's colleges will experience more pressure to address specific social-political issues such as environmental quality.
- The revolution of student life styles and the elimination of in loco parentis in the 1960's created an "open-morality" that has resulted in greater complexity and stress for students of the 1990's.
- The experiential-political justification of drug use in the 1960's has been replaced by a social-hedonistic rationale for the 1990's.
- 1960's experiments with academic programs that emphasized the process of individual self-awareness rather than intellectual development and practical skills will actually strengthen support for traditional education values in the 1990's.
- Students will respond to national and international issues in direct proportion to the impact of those issues on the lives of students. The reinstatement of the military draft in the 1990's would have a profound impact on student activism.
- National and international political issues tend to build unifying contacts between faculty and students, while issues of student values and lifestyles will tend to polarize faculty and students in the 1990's.
- The escalating financial costs of higher education will result in a significant increase in parental input into administrative decisions affecting student life, especially the quality of residential life in the 1990's.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE Using Unobtrusive Measures in Outcomes Assessment

COORDINATING PRESENTER: Name: Frank H. Julian Title: Associate Professor/Legal Studies
Institution: Murray State University
Address: Murray, KY 42071
Phone: 502-762-2696

Colleges and universities are relying almost totally on obtrusive measures to evaluate student outcomes; that is, they require students, alumni, employers, or representatives of other populations to complete surveys, take examinations, or undergo interviews. While obtrusive measures clearly have their place in the evaluation process, unobtrusive measures can add valuable information to our bank of knowledge about the impact of the collegiate experience on our students. Unobtrusive measures can be both qualitative (non-statistical) and quantitative in nature. Qualitative measures help to round out the picture presented by hard, cold numbers. Unobtrusive measures come in three varieties.

First, there is "dual purpose information"; that is, information which is collected for one evaluative purpose but can also provide useful outcomes assessment information. An institution's annual placement office report is an example of a dual purpose document. Second, "latent information" is information which is available to an institution but is not formally collected and evaluated. An example of latent information is cohort retention data which can be extracted from computerized student data bases. A final type of unobtrusive measure is simply empirical information which takes place on campus. For instance, one rarely needs a sophisticated instrument to determine the success or failure of a college to "sell" the concept of multiculturalism to its students -- just walk around campus with open eyes and ears and the story unfolds.

WICHE has divided the field of outcomes assessment into ten categories of student growth and learning. Some of the categories, such as the measurement of baseline skills and the measurement of skills and knowledge of graduating seniors, lend themselves to obtrusive, paper and pencil approaches. However, other categories, such as the measurement of career development and the measurement of personal development, can be evaluated using unobtrusive qualitative and quantitative measures.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE Mock Registration: Successfully Using Simulations in Implementing Student Information Systems

COORDINATING PRESENTER: Name: David H. Kalsbeek Title: Assistant Vice President for Student Dev.
Institution: Saint Louis University
Address: 221 N. Grand St. Louis, MO 63103
Phone: (314) 658-2325

Many institutions of higher education are recognizing that the quality of student services depends largely on the design of tightly integrated student information systems that link admissions, student records, financial aid and student accounts. The challenge facing many student services administrators is to take purchased Student Information Systems (SIS) and coordinate a complex process of implementation, which inevitably requires the careful customization of the SIS to fit institutional practice and the careful revision of institutional practice to fit the new SIS. It is a complicated and extremely political process of organizational transformation, the success of which can be better ensured through the systematic testing of new policies, procedures and systems through a simulated or mock registration prior to the "real thing." This presentation outlines in considerable detail the design and implementation of an extremely successful and innovative mock registration at Saint Louis University prior to "going live" with a completely new institution-wide SIS.

The overarching purpose of the simulation was to discover the degree to which new policies, procedures and systems actually worked in our particular institutional context. The simulation was a test of our training, our policies, our systems, and our assumptions - all in the context of how our staff and our students (and our computers) really behave. Not only did it serve as an evaluation and a dress rehearsal, it also was a mechanism by which student and staff feedback and input was gathered.

The planning and management of the mock registration event included: the development of documents and training materials and forms to be used in the registration process, the development and testing of the computer system to support the basic registration process, the training of frontline staff from all necessary offices, the specification of all situations to be "tested" in the simulation, the creation of student scenarios that would appropriately test the system and test the adequacy of staff training, the development of evaluation mechanisms, the recruitment of student leaders to participate in the event, the preparation and assignment of "fictitious identities" to the student participants, the actual 3-hour registration exercise, and the focus group interviews and system evaluations.

The significance of this mock registration lies in the fact that final decisions regarding SIS design and implementation were not made until after this simulation. Input from frontline staff and from students was seriously incorporated in the subsequent modifications to the system and to all documents and forms; numerous decisions intentionally had been left tentative pending the simulation exercise. Several basic assumptions made by the project team were challenged as they discovered how staff actually adapted to the system for the first time. Assumptions made by the technical staff were challenged as they discovered how portions of the system actually worked (or didn't work).

The successful mock registration event demonstrated to the project team that the SIS could indeed support the complete registration process - significantly reducing the level of anxiety going down the final stretch toward the real registration. The reaction of the student leaders to the simulation was so positive that the word began to spread through the campus that the new system would be a positive change. In addition, the obvious and sincere effort to gain student input in the evaluation of the system was a hallmark of this approach to systems design.

The mock registration, therefore, was an exercise in DISCOVERY. Often in systems implementation, testing of software and procedures is done in isolation of the institutional context. A simulation like the one described allows the discovery of how the whole system works in context. Without employing simulations in systems implementation, there really is no way of discovering how the system will work until it goes live or until many major and irreversible design decisions have already been made. This is a model of a successful and well-documented evaluation of SIS, illustrating the value of simulations in project implementation, while simultaneously modeling an innovative technique for ensuring student input to the design process.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE The Assessment of Departmental Environments: A Staff Development Strategy

COORDINATING PRESENTER: Name: Angela O. Terry, Ph.D. Title: Assistant Vice President for Student Affairs and Director for Planning & Assessment
Institution: The University of Connecticut
Address: 2110 Hillside Road, U-8AO, Storrs, CT 06269-3008
Phone: (203) 486-3059

PROGRAM ABSTRACT

During the Fall Semester 1987, the Vice President for Student Affairs at The University of Connecticut established an ad hoc committee to develop criteria for evaluating departmental environments. Moreover, the Vice President desired a standardized method of identifying those departmental conditions which enhance professional growth, effectiveness, and ability to make optimal contributions as staff serve the student population.

The committee, comprised of volunteers from the professional and clerical staff, was given the specific charge of creating an instrument which would assess the following aspects of the work environment, within the policies and procedures of the University and contractual limitations: communication, openness, trust, identification and utilization of staff talent, challenges to staff creativity, and acknowledgment of staff contributions. The survey instrument - Staff Assessment of Departmental Environments (copyrighted) - subsequently developed by the committee reflects these areas.

Following the administration of the survey instrument by ad hoc committee members to staff within their respective departments, results were reviewed from both a departmental and divisional perspective. This information coupled with program assessment data served as the basis for the development of Departmental Action Plans. These plans highlight the quality of the departmental work environments as well as strengths and deficiencies of program areas and detail actions planned to address both environmental and programmatic shortcomings.

In this session emphasis will be placed upon:

1. The value of broadening the concept of program assessment to include assessment of the work environment.
2. The relationship of environmental assessment to staff development programs.
3. The identification of potential obstacles to implementation of the work environment at home institutions.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE

Student Data Management - A Student Affairs Case Study

**COORDINATING
PRESENTER:**

Name: Don A. Aripoli Title: Asst. Vice President, Student Services
Institution: The University of Arizona
Address: 401B Administration Bldg., Tucson, AZ 85721
Phone: 602-621-3774

The University of Arizona, having implemented a new computerized student information system, faces a continuing and increasing demand for student and course-related data from faculty, students, administrators, and governmental agencies. The objective for this presentation will be to present a description of how the Student Affairs Division at the University is approaching these data management challenges.

The presentation will provide information on the following topics:

- History and background of the Student Information System (SIS) implementation.
- Post-SIS implementation data management needs, requirements, and demands of the community.
- Current organizational model to address demands for information and service.
- Data as a resource for service and policy; Student Affairs and Academic Affairs.

The presenters were responsible for the definition and implementation of SIS, the organizational staffing changes, and are actively involved with the emerging data management environment.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Imagine an Enlightened Campus: A Model Rape Awareness Program

**COORDINATING
PRESENTER:**

Name: Mary Kay Kasper Title: Community Development Coordinator
Institution: University of Maine
Address: Estabrooke Hall Orono, Maine 04469
Phone: 207/581-4503

In recent years, college and university administrators have increasingly begun to acknowledge the occurrence of acquaintance rape on their campuses, recognizing that rape and other forms of sexual assault constitute a significant threat to college students. A recent survey of students from 32 college campuses across the country indicated that one out of every six female students had been a victim of rape or attempted rape during the preceding year, while one out of fifteen male students reported committing or attempting to commit rape during the same period (Adams and Abarbanel, 1988). While strangers committed some of these assaults, the great majority were committed by assailants with whom the victim was acquainted, often a fellow student. In addition, college-age students are more vulnerable to rape than any other age group, with the highest incidence of rape occurring among 16 to 24 year old females (Bureau of Justice Statistics, 1985).

With the increased recognition of the issue of acquaintance rape on campus, colleges and universities have begun to recognize the need for proactive policies and programs which address the crime and are responsive to its victims. The University of Maine campus-wide Rape Awareness Program Committee has been evolving over the past seven years. The committee is composed of members from all areas of campus, including the campus health center, the Department of Residential Life, fraternities and sororities, and numerous other campus groups. The overall goal of the committee is to increase awareness among all campus students, faculty, and staff with regard to sexual assault, especially acquaintance rape.

The presentation will include a combination of small group activities, role plays, lecture, and experiential opportunities in the course of demonstrating and discussing aspects of the University of Maine Rape Awareness Program. Examples of the on-going efforts developed by the committee will be shared. These include: lectures and programs by national and regional authorities, a banner contest, a theater production, a day long seminar for campus student leaders, and other educational efforts. The session will also highlight ways of involving all members of the campus community in heightening awareness of this issue; of special note will be the discussion of the ways in which the committee has succeeded in engaging male organizations on campus, involving fraternities and male athletes in the effort to dispel the myths surrounding rape.

The session will conclude with a dissemination of additional information regarding proactive programming activities and other relevant materials which participants can carry home with them in the form of handouts and resource lists. If time allows, the participants will break up into small groups to brainstorm plans for furthering rape awareness on their own campuses.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE Personnel Performance Evaluations - Key For Risk Management and Staff Development

COORDINATING PRESENTER: Name: Tom Lovett Title: Dean of Students
Institution: Southeast Missouri State University
Address: One University Plaza, Cape Girardeau, MO 63701-4799
Phone: (314) 651-2264

Personnel performance evaluations serve as a viable student affairs tool for risk management practices, staff development planning, and program evaluation. A two-way personnel evaluation provides a palatal forum to identify and address personnel performance, provides a basis for personnel decisions, and an opportunity to review job descriptions. Two-way personnel evaluations ensure planned, focused communication between supervisors and staff identifying strengths and growth areas for both as well as addressing staff and supervisor performance, relevancy of job descriptions, expectations, and inconsistencies--forming the basis of sound risk management practices.

From the perspectives of an attorney with many years experience in student affairs and of a CSAO at a comprehensive 4-year public university, participants shall (a) be exposed to basic personnel risk management principles, (b) be given a model of a two-way personnel evaluation used as an integral part of risk management, and (c) be given a check list of personnel risk management activities. The program presents an opportunity for student affairs administrators to discover a solution to a continuing problem--balancing legal and ethical constraints in staff development with potential end results being staff promotion or employment termination.

The program addresses a growing concern in higher education administration--management of risks especially in the area of personnel performance evaluations. Program will offer tried, documented solutions to the issue of performance evaluations--a topic not addressed in most college student personnel curricula. The primary presentation medium will be lecture using overheads and handouts. The intent of the program is to provide mid- and senior-level administrators concrete information to implement or review personnel performance.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Codependency: Individual and Systems Approach

**COORDINATING
PRESENTER:**

Name: Vivian Knezevich Title: Dean of Student Affairs
Institution: Butler University
Address: 4600 Sunset Avenue
Phone: 317-283-9381

Codependency is widely regarded as one of the most significant wellness issues of our day. It encompasses a full range of mental health, spiritual, personal growth and communications concerns. Its pathogenesis can affect personal as well as professional development. Robert Subby (1986) has defined it as "... an emotional, psychological, and behavioral condition that develops as a result of an individual's prolonged exposure to, and practice of, a set of oppressive rules -- rules which prevent the open expression of feelings as well as the direct discussion of personal and interpersonal problems". This program will integrate various mental health models including chemical dependency, psychology, social work, family therapy and psychiatry as well as secondary models of presentation. As a psychiatric concept it is gaining popularity toward acceptance as a personality disorder. John Bradshaw (1988) estimates that ninety percent of families are dysfunctional. With this understanding, the larger systems would be significantly impacted by individuals presenting the "false self" learned through a survivor mode in the family of origin, based upon dysfunctional rules/rituals. Unhealthy systems can likewise produce co-dependency traits in otherwise healthy, functioning individuals through similar rules/rituals characterized in the aforementioned family. Systemically, this is likely to produce a staff high in burnout, low in morale, dysfunctional in communication (expressive and receptive) as well as supervision and stagnant in growth/development. Instructional methodology will include: paradoxical review, lecture (definition and rule assumption), case study, group discussion, question and answer, and evaluation. Handouts, including bibliography, will be distributed.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE "Discover Participatory Management: Us + Them Can Equal WE!"

COORDINATING PRESENTER: Name: Timothy R. McMahon Title: Coordinator, Education Program
Institution: The University of Iowa
Address: 112 Rienow Hall, Iowa City, IA 52242
Phone: (319) 335-9360

Organizations have changed dramatically in the last fifteen years. The emphasis on "excellence" and interest in the "Japanese" style of management has filled our bookshelves, if not our journals. Terms like team building, quality circles, shared decision making, vision, empowerment, and organizational culture while not new, are now more prevalent in our discussions. But while this organizational development revolution swirls around us, many persons in higher education seem either oblivious to it or reluctant to learn more about it.

The purpose of this session is two-fold. First, it will familiarize people with the concepts which are included under the generic heading of "participatory management." Drawing from the work of Edward Lawler, William Dyer, Peter Block, Marvin Weisbord, Ralph Kilmann, and others, this program will present the theoretical foundations of the participatory approach. Specific concepts that will be addressed include corporate culture, decision making, creating a vision, empowerment, and team building. Secondly, examples of how such an approach was recently tried within a Department of Residence Life and Housing will be presented. The challenges of leading an organization which embraces this philosophy will also be discussed. Participants will receive a comprehensive pack of information including annotated bibliography.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE Issues for the Professional: No More Rodney Dangerfield!

COORDINATING PRESENTER: Name: Gary L. Kleemann Title: Coordinator
Institution: Arizona State University
Address: Associate Students Mail Code QAS - 1001; Tempe, AZ 85287-1001
Phone: 602-965-3237

This session does not provide answers but rather is designed to raise questions and to provoke thought. In order to *LIVE THE DREAM* as student affairs professionals, it is important for us to both have and show respect.

In this session, seven hypothesis are offered and seven issues for the profession and the professional are raised. While these issues are important for all professionals, those who have been involved in the profession for several years and are now in middle level positions might find the session of particular interest.

Following the presentation, a group discussion will be held and participants will be invited to share their reactions and relate their experiences.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

| | |
|--------------|--|
| TITLE | PREPARING TOMORROW'S LEADERS TODAY: ONE SCHOOL'S MODEL |
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|--------------------------------|--|-------------------------------------|
| COORDINATING PRESENTER: | Name: <u>Dana Miller</u> | Title: <u>Dean for Student Life</u> |
| | Institution: <u>Doane College</u> | |
| | Address: <u>1014 Boswell Ave., Crete, NE 68333</u> | |
| | Phone: <u>(402) 826-8278</u> | |

In recent years critics of higher education have chastised colleges and universities for their inadequacy in developing leaders. "Preparing Tomorrow's Leaders Today: One School's Model" presents Doane College's commitment to addressing that critical concern. Launched in the fall of 1988, after one year of research and development, Doane's Talent and Leadership Curriculum is a program supported by faculty and administrators and valued by students. In less than one year, twenty percent of the student body have become involved in TLC by activating their Student Development Portfolio.

Doane's Talent and Leadership Curriculum (TLC) is a comprehensive leadership development program designed to help students identify, develop and articulate their talents and abilities. In addition, it validates the learning that occurs out of the classroom through co-curricular involvement. TLC addresses one of our greatest challenges as educators: training competent, articulate, ethical leaders.

Components of TLC include extended freshman orientation, individual assessment, monthly leadership luncheons featuring community and state leaders, leaderships covering topics from skills identification to ethics, structured mentoring, community service, problem-solving cell groups, compilation of a student development portfolio, production of a co-curricular transcript and a senior capstone experience.

This presentation will include discussion on research and development of TLC, strategies for gaining institutional support and funding, promotion to students, implementation of various program components and evaluation.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE Minority Recruitment and Retention in Higher Education

COORDINATING PRESENTER: Name: Dr. Frank J. Lucero Title: Assistant Dean of Students
Institution: University of Northern Colorado
Address: Greeley, Colorado
Phone: (303) 351-2424

Practical activities for the recruitment and retention of minorities, including barriers to recruitment, awareness of available resources, role models, and mentorship programs, and opportunities for leadership. There will be emphasis on the concept that minority recruitment and retention are functions of group identification and student/institution affiliation.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

RECOGNITION OF STUDENT ORGANIZATIONS AT PUBLIC INSTITUTIONS: A QUESTION OF CONSTITUTIONAL RIGHTS

**COORDINATING
PRESENTER:**

Name: Beverly H. Sgro Title: Dean of Students
Institution: Virginia Polytechnic Institute and State University
Address: 105 Brodie Hall, Blacksburg, VA 12040
Phone: (703) 231-3787

The recognition and relationship of student organizations to state institutions is a major concern on most campuses. This presentation focuses on the Constitutional rights of students and how they interface with the state institution. The freedom to associate to further one's personal beliefs has been held to be implicit in the First Amendment freedoms of speech, assembly, and petition, although the freedom of association is not explicitly stated in the First Amendment. Topics to be discussed include prior restraint of speech; distinction between advocacy and action; standards for determining recognition; withdrawal of recognition, and recognition of fraternities and sororities.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE Bridges Over Troubled Waters: When Students Require Hospitalization

COORDINATING PRESENTER: Name: Xavior Mastrianni, M.D. Title: Executive/Medical Director
Institution: Four Winds - Saratoga
Address: 30 Crescent Avenue, Saratoga Springs, NY 12866
Phone: 518-584-3600, ext. 286

Students requiring hospitalization for mental illness occasion critical interaction between administrative policy and clinical practice. The decision to recommend (or require) hospitalization is typically made in a time of crisis in which the safety and level of care provided in a hospital setting are seen as an immediate necessity. Rarely are the potentially negative consequences of hospitalization for the student addressed or planned for: the threat to identity; the stigma attached to mental illness; the loss of control hospitalization represents; the atrophy of social and intellectual skills; and, more concretely, the bureaucratic difficulties of negotiating leave of absence status, incompleted academic work, financial aid considerations. There are times when hospitalization is indeed in the best interests of the troubled student. This presentation explores ways in which college counseling centers and administrations can minimize the potentially negative consequences of the transition from the college to the hospital.

The Four Winds - Skidmore College program is designed to facilitate the continued academic engagement of students hospitalized for psychiatric reasons. Many of the students treated at Four Winds describe psychological, social and bureaucratic problems in leaving their institutions which compound their already severe psychological distress. This presentation presents a theoretical framework, drawing upon the psychological and sociological literature on institutionalization, within which student affairs policy and practice may be more effectively grounded and suggests administrative approaches which reduce the dislocations and threats to identity of hospitalization.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

"Student Athletes: Do the Dreams Meet the Realities"

**COORDINATING
PRESENTER:**

Name: Levester Johnson Title: Coordinator of Residence Life
Institution: Southern Illinois University - Carbondale
Address: Lentz Area Office - Thompson Point, Carbondale, IL 62901
Phone: 618 - 453-2471

To "Discover" the dreams which are presented to and held by student-athletes and compare them to the realities they will face on our college campuses. This program will utilize research that has concentrated on student-athletes as part of a general student population; minority student-athletes compared to other athletes and students involved in extra-curricular activities; and will examine other information published by the NCAA and its comparison of student-athletes. This session will also address the current status of support services offered on our campuses in relation to four areas: Academic Services, Quality of Campus Life, Student Housing, and the Monitoring of Athletic Departments.

- 1) Academic Services:** Meeting the needs of an "At-Risk Student Sub-population (Financial Aid, Learning Assistance, Academic Counseling, etc.) / Realities of limitations or giftedness in student-athletes and development of programs to reach potential/ Faculty and Coaches abiding by an Ethics Policy when determining eligibility.
- 2) Student Housing:** Specific Educational and Social Programs/ Housing Assignment Patterns/ Housing Staff Assignment Patterns/ Assimilation and Adjustment into the general campus environment/ Perceptions of the Housing Environment- Coaches, Student-athletes, Housing Staff, and other residents.
- 3) Quality of Campus Life:** Development Opportunities for Personal Growth off the playing field/ Normalcy rather than that sense of Preferential Student Status/ Neutralization of the "Win at all Cost" Syndrome that prevails colleges campuses.
- 4) Monitoring the Athletic Departments:** Proposition 48/ The University's stand on Academics/ Who will take the Moral Stand to assure that minimal standards are maintained?/ Published, Stated Goals of the Athletics Departments (Recruiting-Eligibility-Scholarship-Winning-Discipline)/ Threats of Governmental Intervention or Action on College Athletics.

OTHER ISSUES ADDRESSED

- A. In what ways do we, in the area of Student Affairs, take advantage of opportunities to impact lives, and thus shape the experiences of student-athletes?
- B. How do student-athletes compare with each other (Ex. Football/ Basketball vs. other sports)?
- C. Is there a perceived over-emphasis on athletics or "athleticism" on our campuses? Who holds or fosters these perceptions?
- D. Does the NCAA (or other sports sanctioning bodies) impose standards upon athletes that do not apply to the general student population?

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE Enhancing Diversity in our Student Populations through Enrollment Management

COORDINATING PRESENTER: Name: Dr. Larry H. Dietz Title: Associate Vice Chancellor-Student Affairs
Institution: University of Missouri-Kansas City
Address: 5100 Rockhill Road, Kansas City, MO 64110
Phone: 816/276-1141

Enrollment management allows institutions to consciously impact the size and diversity of the student body through goal identification, resource allocation, program implementation, and institutional advancement. The presenters representing public, private, commuter, and residential institutions will outline enrollment management goals, describe the organizational configuration necessary to meet those goals with particular emphasis on financial aid, evaluate their models using recruitment, retention, and diversity as criteria, and offer their perspectives on the future of enrollment management.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

ENRICHING MULTICULTURAL DIVERSITY ON CAMPUS

**COORDINATING
PRESENTER:**

Name: DR. RICHARD L. COX Title: DEAN FOR RESIDENTIAL LIFE
Institution: DUKE UNIVERSITY
Address: 209 FLOWERS BUILDING, DURHAM, N. C. 27706
Phone: (919) 684-6313

Communities at institutions of higher education take pride in their multicultural diversity. However, such communities often experience inherent tensions such as sexism, racism, homophobia, and religious intolerance. This presentation describes a program model which enables an institution to acknowledge the presence of these tensions and provide a forum for program participants to identify their own values, critically evaluate these values, and discuss them.

Tensions arising in multicultural communities often fester because of the refusal by some to admit that such problems exist in institutions of higher education and their insistence that there is, therefore, no need for discussion. Both the tensions themselves and the refusal to acknowledge them find their roots in the fear of the unknown. A proactive educational program thrust which insists upon recognition and encourages understanding of the differences between people can defuse these anxieties and lead to constructive discussion of the problems.

The goal of the program model is to promote awareness and appreciation of the multicultural diversity of the institution while, at the same time, recognizing and easing tensions which are present. The program model sets forth a vision of a community of higher education, but emphasizes problem-solving where anger, fear and denial form serious obstacles to community.

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE College and University Security Information Act: Obligation or Opportunity?

COORDINATING PRESENTER: Name: John W. Smeaton Title: Asst. V.P. for Student Affairs
Institution: Lehigh University
Address: U.C. #29, Bethlehem, PA 18015
Phone: 215-758-4156

Subsequent to the passage of the College and University Security Information Act (Act 73) in Pennsylvania in 1988, a number of other states have enacted similar measures. In addition, federal legislation has been proposed. The purposes of this program are to review the origin and the implications of Act 73 and secondly, to discuss factors to be considered in the process of compliance with the law.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Date Rape: Recommendations for Investigation and Adjudication
on Campus

COORDINATING
PRESENTER:

Name: Shannon E. Ellis Title: Assistant Dean, Student Affairs
Institution: University of Southern California
Address: Student Union 201, Los Angeles, CA 90089-4891
Phone: (213) 743-2421

Heightened awareness on campus has generated increased reports of rape but University conduct systems need to adapt to meet the special demands of such accusations which include the survivor's rights, the rapist stigma for the accused, lack of witnesses, nature of evidence and need for effective sanctions.

The University of Southern California established an ad hoc group of campus legal, psychological, academic and administrative professionals to develop investigative and adjudicative protocol for date/acquaintance rape. Recommendations generally focused on:

- 1) State the specific prohibition of rape in the conduct code.
- 2) Develop a specific policy which includes a definition of sexual assault and rape.
- 3) Develop and follow specific protocol once a report of rape is made.

Resulting USC protocol involves 3 options of a form of preliminary investigation; pre-hearing notification guidelines; a formal hearing process which takes into account burden of proof and sanctioning recommendation; and alternative forms of dispute resolution for cases not fit for a formal conduct review.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

The Future of College Health

**COORDINATING
PRESENTER:**

Name: Murray M. DeArmond Title: Director, Student Health Service
Institution: University of Arizona
Address: Tucson, AZ 85721
Phone: 602-621-6497

An understanding of the future of college health requires an appreciation of the development of medical care in the United States. School health programs and entry-level health care activities were artificially set aside from the mainstream of medicine around the turn of the century. In the ensuing years, priority interest has centered on hospital-based, technical care and the interest of various medical specialties. This prevailing emphasis has contributed to burdensome costs in health care and an early stereotype of college health as out-of-the-mainstream and of low priority.

A new vision of college health needs to be asserted, based on six required dimensions. College health calls for:

- stretched professional boundaries which blend treatment and educational offerings
- services which are informed as much by developmental theory as biomedical constructs
- quality, assured through competent, committed staff adhering to performance standards
- centers which assertively work to constrain the cost of health care by diligently managing the interface between on-campus services and referrals to the wider community
- active partnerships forged with students
- action-oriented management which carries a long-term vision to drive the organization

Future programs for campus health services should include an emphasis on interdisciplinary activities, special-need health programs for a differentiated student body, active involvement of students via advisory committees and peer-based programs, many group offerings to supplement individual services, teaching self-care skills, an exploration of spiritual values and health, strong outreach activities, and staff who are energetically dedicated to principles of wellness. These will become essential elements for all campus health programs in the years ahead. College health centers of the future can become powerful teaching stations, as well as treatment centers, in effectively addressing major national health care concerns: alcohol and other drug abuse, sexually transmitted diseases including AIDS, loneliness, depression and suicide.

College health centers of the future can demonstrate their value as ideal settings for the provision of community-based, primary health care and model the strength and effectiveness of educationally based health services at the entry level of health care. In so doing, college health centers can become instructive to the broader health care delivery system.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE Imagination and Vision: A Training Model for Future Residential Communities

COORDINATING PRESENTER: Name: William M. McDonald Title: Coordinator of Residence Halls
Institution: Memphis State University
Address: Residence Life Department, Richardson Towers, 011; Memphis, TN 38152
Phone: 901-678-2295

The term "community" has always been a mainstay in the student personnel language, but do we really know what "community" is? Have we, as practitioners, the background and the real-life experiences to fully understand the dynamics of commitment and consensus? We conclude, as does Parker Palmer, (author of To Know as We are Known), most people see the world in connections and analogies; therefore, we have designed this workshop to involve connected, rather than separate knowledge. We will present a class project as a training model which will define and design the future residential campus community through collaborative simulation. The project developed from an assignment in a graduate level course called "The Future American College". While working through the process, the community development that occurs is as important as the resulting ideas or outcomes. The group process of listening, committing, and reaching consensus will be difficult; however, we hope that participants will realize the value of collaboration and experiential growth.

The purpose of the session is to expose participants to a training model designed to allow them to imagine the future residential campus while experiencing community in the process. The session is designed to discuss the interdependence, the commitment, and the consensus that any successful community needs to possess; and furthermore, show participants an experiential situation that will help them to develop their imagination and come to better understand the difficult dynamics inherent in the development of a community.

The session will discuss methods of quantifying the quality of life on our residential campuses and the importance of assessing and understanding the needs, beliefs, and attitudes of community members. We will emphasize that no community can be successful without a base of knowledge, understanding, and a theoretical framework, based on shared values and visions.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Acting As If...

COORDINATING PRESENTER:

Name: Jeff Quick Title: Director of College Activities
Institution: Chapman College
Address: 333 N. Glassell St., Orange, CA 92666
Phone: (714) 997-6761

Change being the only constant of the '90's, it is apparent that "more of the same" strategies no longer work. Rather, these strategies tend to polarize issues and exacerbate problems. Our challenge today is not to investigate the unknown, but to question the known.

Energy in higher education is expended to maintain equilibrium. This is to be expected, as we naturally strive to be "comfortable". The problem is that existing comfort and equilibrium no longer meet the needs of '90's students. It is therefore necessary for us to readjust our perception of equilibrium, and correspondently, our comfort level with change. To do so, we may need to accept the unacceptable; to comprehend the illogical.

"Acting as if" will review current literature on change, both personal and institutional, in the context of using our imaginations. This imagination must be used to integrate vision into current frames of reference, or better yet, transcend current frames of reference. Translating change theory into individual action enables one to become creative and powerful. No longer restrained by the fears & hesitancy which have trapped us in short term compromises for far reaching issues, we can live the future today.

The session will be divided into 1) A lecturette on transformational change theories and individual/organizational assessment techniques; 2) Participation in a structured activity focused on the managerial skills necessary to the effective implementation of specific changes; and 3) An opportunity for dialogue with other colleagues on personal/organizational change strategies.

Resources utilized in the presentation include:

Bennis, W.G., Benne K.D. and Chin, R. The Planning of Change. New York: Holt, Rinehart and Winston, 1985.

Huff, Ann S. "Managerial implications of the emerging paradigm." In Y.S. Lincoln, Organizational theory and inquiry: the paradigm revolution. Newbury Park: Sage, 1985.

Morgan, Gareth. Riding the Waves of Change. San Francisco: Jossey-Bass, 1988.

Quinn, Robert E. Beyond Rational Management. San Francisco: Jossey-Bass, 1988.

Techy, N.M. and Devanne, M.A. The Transformational Leader. New York: Wiley, 1986.

Watzuick, Paul., Weakland, Ch.E., and Fisch, Richard. Change. Principles of Problem Formation and Problem Resolution. New York:

1990 NASPA NATIONAL CONFERENCE
PROGRAM ABSTRACT

TITLE

Blue Chip Ideas for Commuter Student Programming

COORDINATING
PRESENTER:

Name: Michael J. Ostrander Title: Director
Institution: Campus Recreation, Southern Illinois University at
Address: Campus Box 1057, Edwardsville, IL Edwardsville
Phone: 618-692-3984 62026

Many individuals attend conferences with the hope of coming away with just one good idea. This is an opportunity to obtain numerous concrete programming ideas to use at your institution. Don't come to this session expecting to sit back and listen to one or two presenters because the attendees are the presenters here. We all have one or two programs that go over well at our institutions. Bring your "Blue Chip Ideas" with you to share with your colleagues. This session will focus on the difficult issue of providing programs and activities to our growing, nontraditional, commuter student population.

1990 NASPA NATIONAL CONFERENCE

PROGRAM ABSTRACT

TITLE

Women's Issues: Are They an Issue?

**COORDINATING
PRESENTER:**

Name: Marie Gubitosi Minnick Title: Resident Director
Institution: Santa Clara University
Address: Santa Clara, CA 95053
Phone: (408) 554-4900

We ask the question "Are women's issues an issue?" for the simple reason that the students we work with seem to be answering this question with the word "No". After working with primarily 18-year-old freshmen women on both of our campuses for a few years, we continue to see this response more. The following two stories may illustrate our point further:

At a residence hall council meeting at Northern Arizona University, a representative of the Associated Women Students organization was asked, "What does AWS do?" She replied that the organization was formed several years ago to advocate for women students on a variety of issues, but since there aren't any women's issues anymore, they need to re-define their purpose.

At Santa Clara University, a survey was given to freshmen women in residence halls to assess their awareness related to women's issues. When asked to agree or disagree with the statement "The passage of the Equal Rights Amendment has given women many opportunities.", only two women replied that the Equal Rights Amendment had not been passed.

Based on our experiences in the same environments as our students, it is difficult to believe that there aren't any "women's issues" on campus and in our society. Therefore, we make the assumption that the issue is one of a lack of awareness.

In our program, we will discuss how we help our women students to identify the issues that impact them and to discover the resources available to them. We are attempting to discover a solution to the problem of a lack of awareness on women's issues as we enter the 1990's. In many ways, we will be sharing more of a re-discovery than a discovery, as we work with students whose values and backgrounds are very different than those of ten years ago.

We have selected two residence hall communities of freshmen women on each of our campuses. At the beginning of fall semester, we will distribute a survey assessing awareness of issues in the areas of: current political issues affecting women; classroom climate; sexism and sexual harassment; role models; career and personal goals; and available campus resources.

With one community on each campus, we will do some direct education through bulletin boards, programs, flyers, and directed discussions. With the second community on each campus, we will not provide intentional education on women's issues.

Mid-way through spring semester (prior to the NASPA National Conference), we will distribute the survey once again, to assess changes in awareness levels and do a comparison with role models and career and personal goals.